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ABSTRACT

Designed as a source of current information and as a guide to future activities in Maryland's community colleges, this report provides a systemwide overview of trends, goals, and needs, and quantitative data for each community college. Chapter I explains the format, purposes, and uses of the report and outlines policy areas that will require resolution in the coming year. Chapter II highlights the mission of Maryland's community colleges, presents a history of community colleges nationally and in the state, discusses the Maryland system's governance structure, and considers state and local coordination. Chapter III examines general conditions, trends, and projections in the areas of enrollment, instructional and support programs, faculty, finance, and facilities. Chapter IV reviews the goals and objectives of the Maryland State Board for Community Colleges and of the colleges themselves and discusses implementation strategies and programs toward meeting the goals identified in previous years. The current strengths of Maryland's community colleges are highlighted in chapter V, along with emerging policy areas requiring study (e.g., critical manpower training and retraining areas, linkages with state manpower training entities, and new instructional formats). Chapter VI provides an overview of the present status and future growth of the 17 individual community colleges in the state. Appendices include definitions, enrollment and financial data, and information on the state's management information systems. (HB)

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Tenth Annual Community College Plan

State Plan and Annual Report

June 1983

Maryland State Board for Community Colleges

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June 1983

TO: The Honorable Harry Hughes, Governor of Maryland
The Honorable Louis L. Goldstein, Comptroller of the Treasury
The Honorable William S. James, State Treasurer
The Honorable H. Louis Stettler III, Secretary
Department of Budget and Fiscal Planning
The Honorable Constance Lieder, Secretary
Department of State Planning
The Honorable Melvin Steinberg, President of the Senate
The Honorable Benjamin L. Cardin, Speaker of the House
The Maryland General Assembly
Dr. Sheldon H. Knorr, Commissioner
State Board for Higher Education
The Community College Boards of Trustees
The Community College Presidents

In October 1973, the State Board for Community Colleges published the first Statewide Master Plan for Community Colleges in Maryland. Based on the input of over 250 distinguished citizens serving on a variety of task forces, that Plan set the tone for emergence of a vibrant new sector in Maryland higher education.

The Board has continued to publish a Statewide Plan on an annual basis. This series of plans has reflected the growth and development of the Maryland community college system.

In a very real sense, this Plan before you today marks a milestone. It is the tenth in the series, and thus it represents a full decade of progress by Maryland's largest and fastest growing segment of higher education.

Community colleges this year for the first time enroll more than half of all undergraduate students in all Maryland colleges and universities. Among part-time students, community colleges currently enroll 68 percent of the total. Combining degree, certificate, and continuing education offerings, community colleges currently provide instruction for over 262,000 Maryland citizens.

With this growth, the community college system has matured. The past several years have been notable for the colleges' stress on new programs of training and retraining for the unemployed and displaced. Much of what is to be accomplished in the future will be achieved by the State's community college system. This Plan seeks to set forth current conditions, trends, and alternative futures within the context of the new realities.

It gives this Board great pleasure to herewith present the 1983 Maryland State Board for Community Colleges State Plan and Annual Report.

Sincerely yours,

Samuel P. Massie

Samuel P. Massie
Chairman

Maryland State Board for Community Colleges

STATE PLAN

AND

ANNUAL REPORT

Annapolis, Maryland 21401
June 1983

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I. FUNCTIONS OF THE PLAN

CHAPTER ABSTRACT

This State Plan is a multi-purpose document. The Plan serves a variety of general and specific purposes. Like the nine plans published previously, the present document is meant to be useful as a source of current information and as a guide to future activities for the colleges themselves, other State agencies and other institutions of higher education in Maryland, the Executive and Legislative branches of State government, and the general public. This chapter sets forth the format of the Plan, the purposes and objectives of the Plan, and a description of the uses of the Plan. This chapter concludes with a discussion of emerging policy areas for community colleges requiring resolution in the years immediately ahead. This latter subject is addressed more fully in a subsequent chapter of the Plan.

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FORMAT OF THE PLAN

To be most useful and clear, this work proceeds from the general to the specific. Material in the front of the document applies first to Maryland higher education as a whole and then the community college system in particular. The history of the system is reviewed; present conditions and trends are discussed; future goals and objectives are put forward and progress to date is assessed; critical areas are identified; and needed future actions are recommended.

Following this general view of the past, present, and future of Maryland's community college system, this document presents a quantitative view individually of each community college. These institutional capsules have been constructed primarily in terms of current enrollment; instructional programs available and projected; facilities on-line and in-process; and institutional finance.

While the present section is meant to provide insight into the organization of the Plan itself, it should be kept in mind that this volume comprises only one part of a total planning process undertaken annually by the State Board for Community Colleges and the individual institutions. Other parts of the total planning effort are as follows.

One part of the process is the Annual Report of the Board mandated by statute. The Maryland Code (Title 16 of the Education Article) requires the Board to submit annually to the Governor and General Assembly a report on its activities and the activities of the community college system. For reasons of economy and in order to provide a more complete picture, the State Plan and Annual Report are published as one document.

To chart future directions, a clear idea of the present conditions and trends is necessary. A second element in the planning process is the annual compendium of quantitative data on major aspects of community college operation. This includes

information on enrollments; costs; degrees and other formal awards; demographics; employee characteristics; and the overall relationship of community colleges to the remainder of higher education, to the State of Maryland, and to the sponsoring political subdivisions. While detailed quantitative information was published earlier this year in the annual Selected Financial and Enrollment Databook for use by the fiscal committees of the General Assembly, essential elements from this publication have been included in Appendix B.

The overall planning package for 1984 has been consciously structured with two purposes in mind. It is meant to provide a broad and comprehensive picture of Maryland community colleges--past, present, and future--and to prevent duplication in Board publications by creating a single reference document for multiple uses.

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GENERAL PURPOSES OF THE PLAN

While it is recognized that community colleges represent a shared partnership of State and local government in Maryland, the major focus of this Plan specifically is on systemwide developments and their impact. The overall aim of this State Plan is to build a rational course of future action for Maryland community colleges based upon current conditions, identified needs, and available resources. As a tool for coherent decision making, the Plan provides for coordination of efforts internally within the community college system and externally with other institutions and governmental entities. The general purposes can be summarized as follows:

- To provide an accurate representation of the current functioning of Maryland community colleges;
- To communicate the historical and philosophical base upon which these current activities have developed;
- To identify systemwide goals and objectives and to assure continuation and refinement of evaluation systems to measure progress toward these ends;
- To project overall State resource requirements for operating and capital funds;
- To determine the need to formulate new Board policies for the operation of the community college system; and
- To develop recommendations for actions outside the limits of the Board's authority, including Executive or Legislative action.

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SPECIFIC OBJECTIVES OF THE PLAN

Specific objectives are what constitute the operational aims of this Plan. While general purposes affect the direction of the system as a whole, it is through specific policy actions in particular situations that most public sector movement occurs.

Specific policy actions can be made ad hoc and such actions are unavoidable on occasion: however, allowed to become a regular mode of operation, such a posture mitigates against planful action by any body. It is the position of the State Board for Community Colleges that day-to-day decision making relative to individual community college activities be based to the largest extent possible on an overall course of action. Most important among the operational objectives of this Plan are the following:

- To project community college enrollments as a basis for budgetary, program, and facilities planning;
- To project annual operating costs at each community college;
- To identify projected instructional programs for possible implementation annually by each community college; and
- To identify projected new facilities on an annual basis at each community college and thus to determine State capital funding requirements necessary to implement eligible space requirements.

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EMERGING POLICY AREAS REQUIRING STUDY

With the publication of this Plan, the State Board for Community Colleges completes a decade of annual and long-range planning. As conditions have changed over this time period, so have the specific elements contained in the Plan.

For the first time last year, the Plan set forth, in addition to elements previously included, a listing of critical problem areas requiring study and resolution. The areas identified last year are currently under investigation. The emerging areas identified this year are listed below.

This Plan establishes goals and objectives in an attempt to influence future needs and future responses. For a plan to be most valuable, however, it must address new and emerging issues--those circumstances appearing just on the horizon--that have the potential to totally overtake or redirect the expected or desired thrust. As would be expected, the identification and description of such critical issues is open to speculation and disagreement.

Planners must bring into focus those issues that have the capability to overturn the most rational of proposed actions. Issues identified below are presented more fully in a later chapter.

- The need for new strategies to address critical manpower training and retraining areas;
- The need for development of new linkages with recently developed State manpower training entities;
- The relationship of existing community college functions to the new State and Federal Job Training Partnership Acts;
- The use, cost, and effectiveness of new instructional formats attuned to identified manpower training needs;
- The increasing need for comprehensiveness in community college instructional programs;
- The development of new mechanisms for communication of the comprehensive community college mission;
- The need to maintain modern equipment required in training individuals for a technological society.

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USES OF THE PLAN

This Plan achieves its major purpose when it is used by members and staff of the State Board for Community Colleges in guiding decision making both as to the community college system as a whole and as to proposals submitted by individual institutions. The entire system is impacted by overall general policy actions. However, the contours of the system also can be altered over the long term through apparently smaller actions on smaller issues.

Institutional proposals come forward most commonly in the course of forecasting enrollment levels; developing new instructional programs; discontinuing existing programs; establishing Statewide programs; implementing audit recommendations; requesting State participation in projects of capital construction; and approving continuing education offerings for State funding purposes.

Some of these decisions routinely come to the Board for action. Other matters are handled administratively by staff action. In either case, however, the Board may always take final action because the affected community colleges are always afforded the right to be heard before the Board.

The important part, however, is that the decisions made by the Board, or delegated by the Board to its staff, are best conceived and implemented when they are based on the conditions and assumptions contained in a relevant plan adopted prior to the promulgation of specific actions. To the extent that such a framework is humanly possible, this Plan aims to be that foundation and framework.

Use of this Plan by the State Board for Community Colleges is by no means the only use of the document. The Plan is intended to comport with and enhance the Statewide Plan for Postsecondary Education in Maryland, published by the State Board for Higher Education; the State Plan for Administration of Vocational-Technical Education in Maryland, developed by the Division of Vocational-Technical Education and approved by the Maryland State Board of Education; and other plans of the Executive and Legislative entities.

This State Plan also is intended to guide community college actions at the local college level. While the specific projections for individual community colleges contained in this Plan represent the best judgment of the State Board and are used in State-level policy decisions, their application to local operations and relations with local government is at the discretion of the individual boards of trustees, in accordance with their statutory governance functions.

The Plan serves one additional general function. Because the Maryland Code designates the State Board for Community Colleges as the State-level point of contact for all issues affecting community colleges, the Board provides the Plan to the general public and to agencies of government in the interests of disseminating accurate information about and greater understanding of the community college system, its role, scope, and mission.

II. CONTEXT OF MARYLAND COMMUNITY COLLEGES

CHAPTER ABSTRACT

From their beginning more than 35 years ago, Maryland community colleges have grown and developed into a major component of the State's system of higher education. The public two-year colleges, that is the community colleges, have a distinct mission that distinguishes them from all other segments of higher education in the State.

Community colleges are the only public institutions that are both State and local; they are the only public institutions authorized to award the associate degree in Maryland; and they currently enroll over half of the State's total undergraduates in public higher education institutions. Structurally, community colleges are governed locally and coordinated at the State level, and this also distinguishes them from most other public postsecondary institutions.

Each community college is governed by an appointed local board of community college trustees. Statewide authority for community colleges is vested in the State Board for Community Colleges, which has adopted General Policies for the operation of the community colleges. Overall coordinating responsibilities for higher education, including community colleges, are within the purview of the State Board for Higher Education.

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MISSION OF THE COMMUNITY COLLEGE SYSTEM

The success of the community college system in Maryland in large part is attributable to the clarity and distinctiveness of the segment's mission. The purpose of a mission statement is to not only enumerate the elements that define the system's role and scope but also to specify those factors which distinguish it from other institutions and systems. The mission of the Maryland community college system has been clearly delineated in the Maryland Statewide Plan for Postsecondary Education, and it is the mission contained in that plan that appears below.

STATE BOARD FOR COMMUNITY COLLEGES MISSION

It is the mission of the State Board for Community Colleges to coordinate and provide Statewide leadership for a high quality community college system that continues to meet changing State and local needs in an effective and efficient manner. The State Board for Community Colleges goals are achieved when actions of the Board and staff, in accordance with statutory responsibilities, serve to enhance college functioning, stimulate coordination and planning, and assure public accountability.

COMMUNITY COLLEGES MISSION

The mission of community colleges is to provide high quality transfer and career programs, continuing education and community service at low tuition to students in response to local educational needs.

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Students: The community colleges will provide educational opportunities for eligible persons who desire credit or continuing education instruction. The community colleges will provide opportunities for a wide range of students, from those with exceptional high school records to those who lack certain prerequisite college skills. Community colleges will make developmental programs available commensurate with the needs of their students and will coordinate these with four-year institutions to ensure that they provide appropriate skills for students wishing to transfer.

Academic Program Levels: The community colleges will provide programs leading to the associate degree and lower division certificate. All transfer coursework offered will be at the lower division level.

Types of Instructional Programs: The community colleges will offer transfer programs which provide students with the coursework necessary to transfer to programs in upper division institutions. Occupational programs will be offered to prepare students for entry into new jobs and/or to upgrade skills in current jobs. Continuing education is available for citizens who need assistance with basic skills and career planning or who desire to upgrade an existing talent or acquire new skills.

Research: Community colleges will engage in instructional and institutional research to help ensure effective teaching and policy information. They will engage only in limited sponsored research.

Public Service: The community colleges will provide community service activities designed to meet the needs of local citizens, government, business, and industry.

Faculty: Faculty will be recruited and evaluated based on their expertise and their commitment to the mission of community colleges.

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HISTORY OF THE COMMUNITY COLLEGES

NATIONAL PERSPECTIVE

Community colleges generally are recognized to be a uniquely American higher education invention. While scholars disagree as to the specific foreign influences which helped shape the American state universities, land grant colleges, and teacher training institutions, the modern concept of a public two-year college is indigenous to the United States.

While two-year colleges had their origins in the first half of the twentieth century, most of these institutions were quite different from the community colleges of today. Most of these institutions were private, and it was not until 1948 that the number of public institutions exceeded the number of private ones. Since then public community colleges have taken the commanding lead. In 1983, there were 1,064 accredited public two-year colleges and 155 accredited private two-year colleges, according to the American Association of Community and Junior Colleges.

The community college movement clearly came into its own nationwide in the late 1940s and early 1950s. The pace quickened in the late 1950s and the growth in number of colleges and enrollment in the 1960s and early 1970s is legendary. Community colleges continue to be a growth factor in higher education although growth is expected to be clearly at a slower rate.

Philosophy: Comprehensiveness best describes the unique properties of the community college as an institution. The community college is comprehensive in terms of the wide range of programs and services it offers and in terms of the range of students it serves. Just as the community college does not erect unnecessary barriers between traditional academic subjects and those applied courses related to the world of work, neither does the community college pick and choose its students. Rather, the community college supplies the widest possible number of offerings to students who can profit from attendance.

The comprehensive community college not only continues to offer university-parallel or college transfer programs but also places heavy emphasis on occupational programs and a wide variety of continuing education offerings. Nationally most of the recent community college growth has been and continues to be in the occupational and continuing education areas.

Occupational programs may be called vocational programs, technical programs, or career programs according to local convention. The term applies to those degrees, certificates, or series of courses intended to prepare individuals for immediate employment. Continuing education, which may be called community service, adult education, or continuing education programs, is intended to serve a variety of purposes from personal interest areas to skills upgrading to career change to citizenship development to vocational or avocational pursuits. Continuing education offerings are readily adaptable to special circumstances; flexible duration, time, and location; and unique clientele. Continuing education is the area of greatest innovation. Most community colleges have made considerable effort to expand programming in this area, and it is certain to become even more important in the future.

Other institutions offer some of these types of programs. Four-year colleges and universities offer liberal arts and continuing education programs. Proprietary institutions and technical institutes offer occupational programs. The hallmark of the community college is that it offers ready access at reasonable costs to all three of these program areas. Community colleges are local or regional institutions designed to meet community needs. They do this by openly accepting all students who can benefit by attendance, by providing instruction at convenient times and places, and by keeping student charges at a reasonable level.

Community College Financing: The common characteristics of community college programs and services are readily identifiable as one observes them from place to place. However, as institutions are dependent generally upon the support of state and local governments, community colleges in different states--and even within states--vary as to their patterns of finance and the impact of these patterns on the flexibility to respond to fluid circumstances. Being open-door institutions complicates the process of budgeting in community colleges since not only does the amount of student revenues vary greatly with the number of individuals who decide to enroll, but so do these fluctuations commonly affect the amount due the college from its various governmental sponsors.

In the literature of community colleges, it has been concluded that there are four major models for public support. They are full state support, unit rate formulas, minimum foundation plans, and cost-based program funding. The Maryland financing structure has been identified as being of the unit rate formula.

Organization and Governance: Public higher education, traditionally, has been regarded as a state function. A limited number of municipal colleges and universities have existed on the American scene; but until the emergence of the modern community college, the primary educational function of local government had been at the elementary and secondary levels. Community colleges have changed that. Most typically, community colleges are a shared responsibility of the states and local political subdivisions. How this control is divided has much to do with how responsibility for funding is divided.

Governance is usually taken as the authority to make overall policy, hire and fire personnel, establish compensation, provide for promotions, control the budget, enter into agreements and contracts, accept gifts, and maintain general control. There is general agreement as to what is a governing board and what is a coordinating board.

The predominant national pattern is for community college governance functions to be at the local level with a board of trustees and for coordination to be accomplished by a state-level board. Boards of trustees may be appointed by state or local officials and be dependent for funds appropriated by elected taxing authorities; or community college trustees may be elected, in which case the board of trustees is likely to possess its own taxing authority. This authority might be limited in accordance with statute or ordinance, or levies might otherwise be conditioned on local approval by the electorate.

While the above pattern of local control and local coordination is predominant, there are two major variations to this approach on the national scene. In some states community colleges comprise a state system with control exercised by a state-level governing board. Such states are more likely to operate with the state funding most direct costs. Another variation is those states in which some or all of the two-year public colleges are operated as part of a public university system. In this pattern, community colleges are seen as branch campuses of a parent institution with consequently more emphasis on transfer work.

As part of a movement in the decade of the 1970s, many community college governing boards contain student members. Their status as full voting members, or more limited positions as nonvoting or advisory members, varies according to the dictates of local laws or regulations.

Members of appointed governing boards are generally selected for their interest in educational affairs or their position in the community. It is not unusual for board membership to represent a cross section of the community in terms of the professions and leadership of business and industry. This factor helps assure that community colleges reflect and respond to unique needs of a local area. Some boards contain ex officio membership of public officials or representatives of other postsecondary institutions. This appears particularly true in the case of state-governed systems. In a number of states there remains the pattern of two separate types of two-year colleges--the arts and science transfer institutions and the technical colleges or institutes.

EARLY COMMUNITY COLLEGE ORIGINS IN MARYLAND

The movement to establish a system of locally controlled public two-year colleges in Maryland occurred immediately following World War II. With the support and encouragement of the State Board of Education and the State Superintendent of Schools, Montgomery and Hagerstown Junior Colleges began operation in 1946. One year later, Baltimore Junior College was established by the school system in Baltimore City.

These three institutions served as the forerunners of today's system of seventeen comprehensive community colleges. Prior to this time, only limited efforts had been made in Maryland to offer two-year college programs. In 1927, St. Mary's Female Seminary, then a public high school in St. Mary's City, was authorized to operate a junior college division and to award associate degrees. The initial effort at St. Mary's was followed a few years later by associate degree programs at three State teachers' colleges as an option for those not interested in teacher education. Two-year "college centers" also were established in Baltimore City in the 1930s as part of emergency efforts during the Great Depression. All of these programs ultimately were phased out.

Beyond the first three community colleges, eight additional institutions were created between 1946 and 1961. Much of the impetus for this expansion came about through recommendations of a series of study groups, including the Marbury, Pullen, and Curlett Commissions. From 1961 to 1970, five more community colleges were established, and in 1975 the seventeenth community college came into being on Maryland's Lower Eastern Shore.

CONTEMPORARY ALTERNATIVES

While no additional community colleges have been established since 1975, efforts to increase geographical accessibility have continued. As an option to establishment of a community college, branch campuses have opened in three counties. These branch campuses, operated under contract with an existing community college, have been encouraged as a cost-effective mechanism for assessing citizen interest while offering a core of needed programs. With the branch campuses and the addition of another county to one of the State's two regional community colleges, community college services currently are offered locally in 23 of the State's 24 political subdivisions. Only Somerset County has elected not to provide such services.

STATE AND LOCAL FUNDING PARTNERSHIP

From the outset, the State has shared with the local political subdivisions the responsibility of funding community college costs. This State-local partnership is unique in higher education to the community college system and distinguishes these institutions from all other Maryland colleges and universities.

State support began as a system of flat grants to each community college. However, since 1949 State aid has been distributed on a formula basis. Prior to 1965, the general principle remained that the State, counties, and students should contribute one-third of the costs in equal shares. Since 1965, the statute has called for a 50-28-22 percent distribution from the State, the counties, and students. A separate formula was established for the regional and small community colleges in 1973. All of the formulas have been adjusted in terms of the maximum rate of aid.

During the 1981 legislative session, the funding formula was supplemented on a one-year basis with a grant to each board of trustees and an additional amount for each part-time credit student. The Governor proposed to the 1982 General Assembly that these changes be made permanent, and the proposal was enacted during that session. These modifications remain in effect.

The State also has contributed since 1961 to the costs of community college capital construction. The State participates in 50 percent of the cost of eligible space or the percent State share of basic public school aid, whichever proportion is greater.

Community colleges, as new institutions, have grown rapidly. That growth is seen in the enrollment, programs, finance, and facilities areas appearing elsewhere in this Plan.

o o o

STRUCTURE AND GOVERNANCE

Community colleges are an important element in the State's system of higher education. As part of the total system, it is necessary to review the overall structure and to show the relationship of the community colleges to that structure.

OVERALL COORDINATION OF HIGHER EDUCATION

The Maryland General Assembly enacted legislation in 1976 creating a State Board for Higher Education. The law reconstituted the Maryland Council for Higher Education as the State Board for Higher Education. Major additions to the Board's responsibilities included the authority to approve new programs, review institutional operating budgets, and establish guidelines for tuition and institutional salaries. The State Board for Higher Education is also responsible for State accreditation of postsecondary educational institutions, a function formerly performed by the State Department of Education.

The Board is comprised of eleven lay members with none representing any institutions under the Board's jurisdiction. A segmental advisory committee advises the State Board for Higher Education. The committee includes two representatives from the community colleges, two from the State colleges and universities, two from the independent colleges and universities, and one from the University of Maryland, one from Morgan State University, and one representing proprietary institutions. All members of the Board and the segmental advisory committee are appointed by the Governor and confirmed by the Senate.

The statutory responsibilities of the State Board for Higher Education, as stated in the Education Article of the Maryland Code, include the following:

- To coordinate the overall growth and development of postsecondary education in this State;
- To the extent practicable, consult with each agency and institution that is affected directly by its actions and recommendations before taking final action on them;

- To constitute the State postsecondary education commission under Title XII of the Higher Education Act of 1965, as amended from time to time;

- To administer State funds for private higher education institutions; and assure that the purposes for which the funds were appropriated are met;

- To develop, implement, and administer plans and programs for interstate and regional cooperation, including reciprocity agreements on matters that affect higher education;

- To secure, compile, and evaluate information on any matter within its authority on the forms it requires from any person, agency, or institution subject to its jurisdiction;

- To review operating budget requests and develop and present to the Governor a consolidated operating budget for higher education;

- To review and make recommendations but not reduce, increase, or modify the operating budget requests of the responsible institutions and agencies;

- To review proposals for capital projects and improvements desired by the public institutions of higher education, seek State funds for such projects and improvements, and make recommendations with respect to them to the Governor and General Assembly;

- To review and approve, before implementation, each proposal for any new program and any substantial expansion, curtailment, or discontinuance of any existing program;

- To review and make recommendations on the continuation, modification, or duplication of existing programs;

- To establish general guidelines for tuition and fees for consideration by the governing boards of the institutions;

- To establish and implement procedures for transfer of students and faculty between institutions, cooperative programs among the public institutions to assure appropriate flexibility in the higher education system, and standards for the reciprocal acceptance of credits;

- To establish general guidelines for faculty and administrative salaries for consideration by the governing boards of the institutions;

- To study and recommend ways to improve and coordinate student financial assistance programs and State and federal programs of support for higher education;

- To review annually the long- and short-term plans, goals, and objectives of each institution for consistency with the objectives and priorities of the board;

- To recommend but not change the status of a community college, State college, or university;

- To establish minimum requirements for issuing certificates, diplomas, and degrees by public and private institutions of postsecondary education in this State; and

- To perform any other duty delegated to it in accordance with law.

The State Board for Higher Education has also been designated as the agency required by Section 1202 of the Education Amendments of 1972 (PL 92-318) and for implementation of Title X of that Act.

Chart I illustrates the coordinating function of the State Board for Higher Education. While the chart is limited to public higher education, it should be noted that the Board's coordinating function also includes private institutions. Proprietary institutions are included within the Board's purview in accordance with provisions for the approval of postsecondary institutions to operate in Maryland.

STATE COORDINATION OF COMMUNITY COLLEGES

The State Board for Community Colleges was established by Act of the General Assembly in 1968. The Board and agency became operational in 1969. The Board is comprised of eight Maryland citizens, seven of whom are appointed by the Governor with the advice and consent of the Senate, for staggered six-year terms of office. In 1973, the General Assembly passed legislation to include a community college student as the eighth member for a one-year term of office, the student to be nominated by the community college presidents and appointed by the Governor with the advice and consent of the Senate.

State Board for Community Colleges Statutory Authority: Title 16 of the Education Article of the Maryland Code establishes and provides for the operation of the State's community college system. Reposed in this statute are the following powers granted to and duties imposed upon the State Board for Community Colleges:

- To have full Statewide responsibility for the community colleges;

- To establish general policies for the operation of the State's community colleges;

- To administer the program of State support for the community colleges;

- To administer the "Construction Program for Public Junior, Community, and Regional Community Colleges" under Acts of the General Assembly in accordance with procedures developed by the Board and adopted by the Board of Public Works;

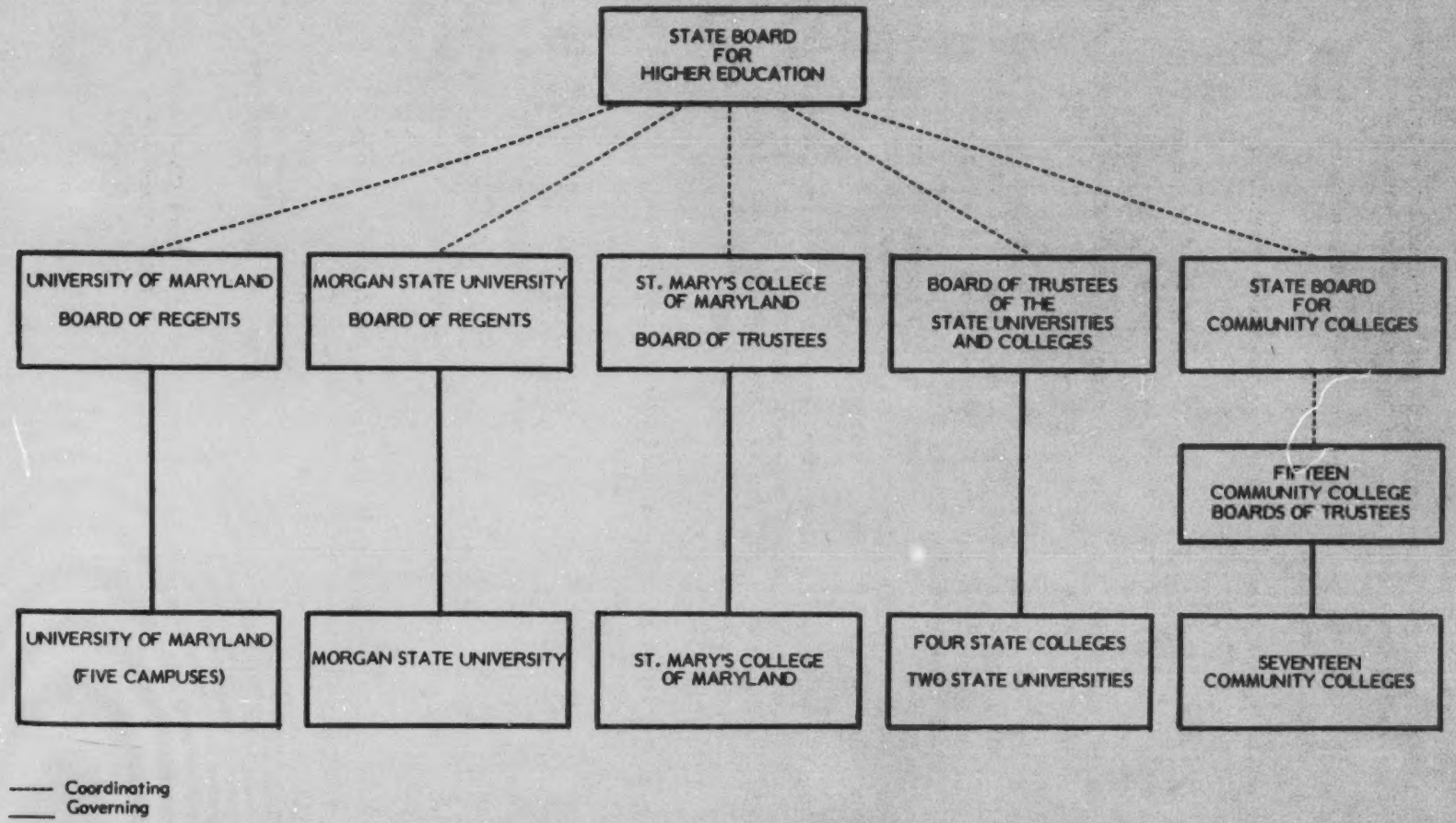
- To recommend, review, and advise on any proposal for the establishment of a new college;

- To recommend, review, and advise on curriculum proposals for each new community college and on any proposed major addition to or modification of programs in any existing community college;

- To study the problems of community college education;

Chart I

MARYLAND PUBLIC HIGHER EDUCATION ORGANIZATIONAL CHART


STATE BOARD FOR HIGHER EDUCATION
UNIVERSITY OF MARYLAND BOARD OF REGENTS
MORGAN STATE UNIVERSITY BOARD OF REGENTS
ST. MARY'S COLLEGE OF MARYLAND BOARD OF TRUSTEES
BOARD OF TRUSTEES OF THE STATE UNIVERSITIES AND COLLEGES
STATE BOARD FOR COMMUNITY COLLEGES
FIFTEEN COMMUNITY COLLEGE BOARDS OF TRUSTEES
UNIVERSITY OF MARYLAND (FIVE CAMPUSES)
MORGAN STATE UNIVERSITY
ST. MARY'S COLLEGE OF MARYLAND
FOUR STATE COLLEGES TWO STATE UNIVERSITIES
SEVENTEEN COMMUNITY COLLEGES
Coordinating
Governing

- To assist the community colleges individually or collectively by providing expert professional advice in all areas of their activities;

- To assist the State Board for Higher Education in performing its duties as they relate to the community colleges;

- To establish and maintain a system of information and accounting for community college activities;

- To provide grants-in-aid for the planning of new community colleges and new programs in existing community colleges;

- To assist and represent the community colleges in seeking and administering federal money available to them;

- To coordinate relationships among the community colleges so as (1) to (i) assure the widest possible educational opportunities for students in this State; (ii) facilitate the transfer of students between the community colleges and the University of Maryland, the State universities and colleges, and other institutions of higher education; (iii) assure the most efficient use of State money; and (2) to designate any community college instructional program as a Statewide or regional program;

- To coordinate relationships between the community colleges, the State and county public school systems, and the private high schools to (1) facilitate cooperation among them in the guidance and admission of students to the community colleges and (2) arrange for the most advantageous use of facilities; and

- To report annually to the General Assembly on its activities and the activities of the community colleges.

State Board for Community Colleges Functions: In a broad context, the role of the State Board for Community Colleges includes planning, coordination, service, and leadership for both the community colleges and the State of Maryland.

The planning function of the Board includes such activities as the development of a State Plan and reviewing and recommending new community college programs and facilities.

The coordination function involves working with other organizations and State agencies, such as the Board of Public Works, the State Board for Higher Education, the Department of State Planning, and the Department of General Services. In addition, the State Board for Community Colleges is assuming a more active role in coordinating planning and program articulation with both the public schools and the State colleges and universities.

The service function implies a response to daily needs--the supplying of statistical data, facilities planning, program development, the provision of legislative information, and the sponsoring of workshops to assist community colleges in solving problems as they occur.

Leadership is exercised by the State Board for Community Colleges in all three of the broad functions described. Beyond this, impetus is provided by the Board in identifying needs throughout the State which community colleges can meet; pointing out directions for further development; making recommendations to the Governor and General Assembly; increasing awareness of community college programs and services among other appropriate governmental agencies; and bringing national attention to focus to the Maryland community college system.

As the responsible agency for coordinating the orderly growth and development of the Maryland community colleges, the Board recognizes that coordination is most effectively accomplished through leadership rather than through imposition and extension of mandatory control mechanisms. The Board believes it has acted in a responsible manner--blending elements of control and enlightened encouragement, as necessary--and stands on its record of strong support for State-level coordination and local control of community college functions.

State Board for Community Colleges Staff Responsibilities: The State Board for Community Colleges is served by a professional staff of seven. This includes an Executive Director, Associate Executive Director, and five Director-level staff members. Five support staff persons assist the professional staff.

As a total staff group, the Directors comprise the following: a Director of Finance, a Director of Planning and Research, a Director of Continuing Education and Developmental Studies, a Director of Instructional Programs, and a Director of Facilities. Because of a relatively large agency mission and small staff size, the professional staff functions as a team, and members share responsibilities for a number of overall functions.

The Executive Director is appointed by the State Board for Community Colleges and is responsible to that body for the activities and performance of the staff. The Executive Director recommends policies and actions to the Board; serves as liaison between the Board, the individual colleges, and other educational agencies; and works directly with the Executive and Legislative branches of government on matters relating to community college education. The Executive Director also represents the State Board for Community Colleges on State-level commissions, conferences, and committees.

In addition, the Executive Director meets monthly with the Maryland Council of Community College Presidents. Their concerns are related to broad policy issues, such as proposed legislation, adoption or modification of policies by the State Board for Community Colleges, consideration of community college relations with other institutions, and public perception of community college programs and services.

The Associate Executive Director serves as administrative head of the agency in the absence of the Executive Director and represents the staff on State-level committees and bodies as designated by the Executive Director. The Associate Executive Director coordinates legislative services for the community college segment of higher education and is responsible for staff liaison with State agencies and other institutional segments. He coordinates the overall staff effort in development of this Plan, is responsible for agency publications, and is the agency's designated officer for affirmative action/fair practices and forms management for the agency and segment. He works with the community college Deans of Students, College Information Directors, and Personnel Officers.

The Director of Finance provides staff liaison between the Board, the business officers on each campus, the State Legislative Auditor, the State Department of Budget and Fiscal Planning, other agencies of State government, local government, finance officers, and independent certified public accountants. The Director of Finance assesses the fiscal impact of proposed community college legislation, prepares the annual Board budget, assists in the development of the annual State Plan, and revises the State Board for Community Colleges Financial Guidelines and Procedures Manual. The Director of Finance receives and reviews the budgets, the audit reports, and the management letters from the community colleges; analyzes these documents; and annually issues a summary report based on this information. He monitors the implementation of recommendations made by certified public accountants in audit reports and related management letters. All data related to State aid payments are received and processed by the Director of Finance; and he is responsible for administering the State Aid to Community Colleges program.

The Director of Planning and Research is responsible for coordinating the collection of data for the State Plan, conducting research (including Statewide student follow-up studies), developing and implementing a comprehensive Management Information System, and coordinating reports with other State agencies and the federal government. He works with the Maryland Community College Research Group and the Data Processing Directors.

The Director of Continuing Education and Developmental Studies is responsible for administering the continuing education program. The Director of Continuing Education and Developmental Studies works with each community college Continuing Education Division in the development and review of the continuing education courses for which State assistance may be requested. This staff member works closely with the State Board for Community Colleges Continuing Education Advisory Committee in the review of policies and guidelines relating to continuing education and developmental studies. The Director of Continuing Education and Developmental Studies also assists and advises the Deans of Continuing Education in the coordination of Title I and the Division of Vocational-Technical Education funds.

The Director of Instructional Programs is responsible for analyzing letters of intent and instructional program proposals and for preparing staff recommendations to the Board. He coordinates the State Board for Community Colleges program evaluation process, including the Program Data Monitoring System and the annual Program Evaluation Report. The Director of Instructional Programs meets regularly with the Academic Deans and the Occupational Deans and also serves as liaison to the State Department of Education, Division of Vocational-Technical Education. He is a member of the Maryland Annual Program Plan and Accountability Report Council for Vocational Education.

The Director of Facilities is responsible for directing and coordinating the facilities planning function of the State Board for Community Colleges and of the seventeen Maryland community colleges. He provides staff liaison between the Board, the facilities planners on each campus, the State Board for Higher Education, the Departments of State Planning and General Services, and the Board of Public Works. The Director of Facilities makes enrollment projections for facilities planning, interprets the construction guidelines, approves all requests for capital expenditures, develops the community college capital construction priority list, and develops the agency's capital construction bond bill proposals. He reviews all construction project proposals, schematics, design development documents, and construction documents.

In addition to these members of the professional staff, the Board employs support staff who are essential to the continued operation of the Board's work and the carrying out of essential functions. These individuals perform a wide variety of office, clerical, and computational services.

All professional staff members are evaluated annually by the Executive Director. Evaluation is based upon the stated requirements of the positions, cooperation, and effectiveness with other staff members, evidence of professional growth, and a willingness to assume additional responsibility. Written evaluation reports are submitted to the Board membership. Support staff members are evaluated annually in compliance with the requirements of the Department of Personnel.

Chart 2 illustrates the internal organizational structure of the State Board for Community Colleges. As noted, each of the staff positions provides liaison and service with corresponding offices and functions at the community college level.

LOCAL GOVERNANCE OF COMMUNITY COLLEGES

Commitment to the principle of local control of Maryland community colleges is historically strong. Prior to 1961, boards of education operated the community colleges under the general authority of local boards. In 1961, the General Assembly authorized the state superintendent of schools to formally approve the establishment of community colleges by local boards of education and to permit these boards to be constituted as boards of trustees of their respective community colleges.

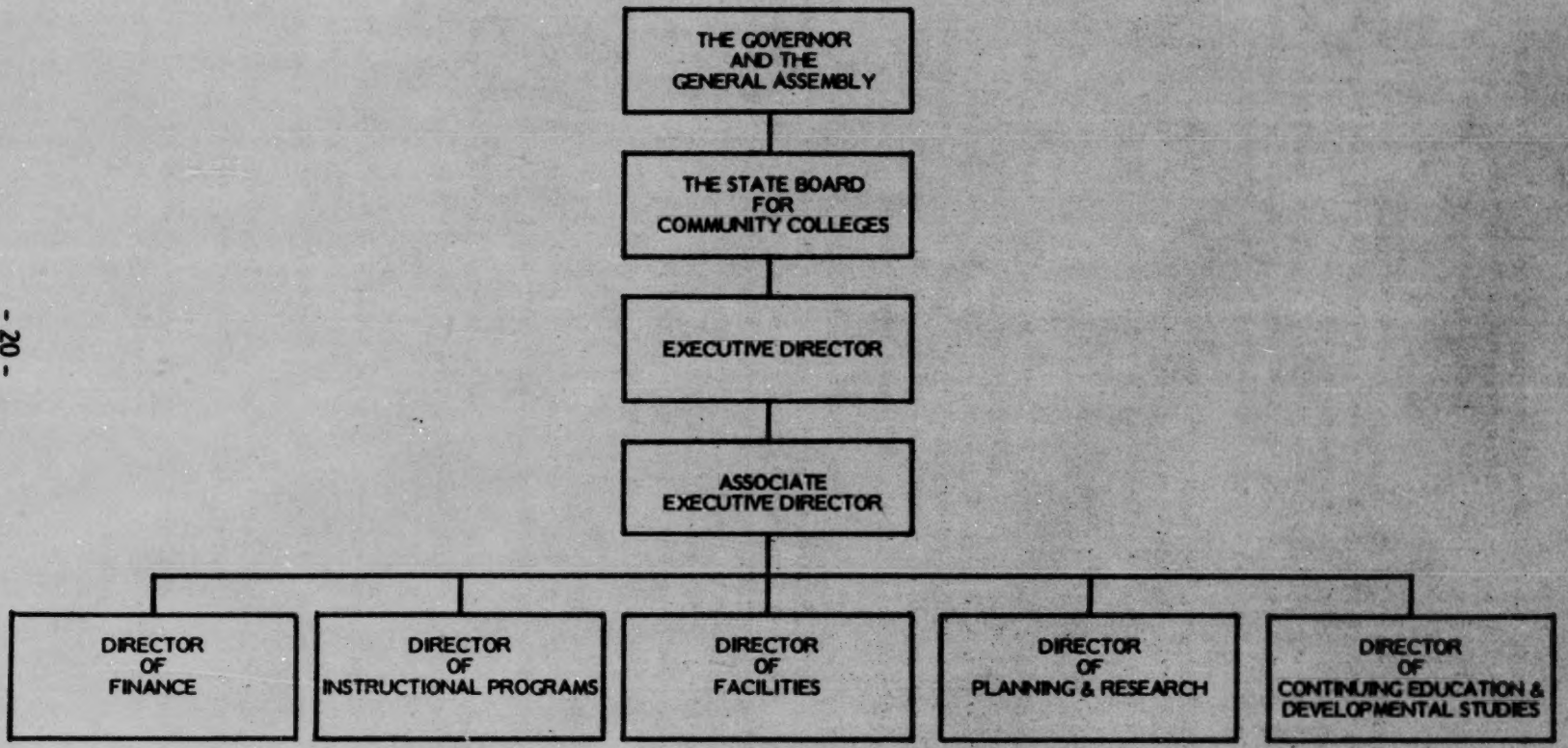
Legislation in 1965 authorized the establishment of regional community colleges controlled by boards of trustees drawn from the political subdivisions sponsoring the colleges. In 1968, the General Assembly provided for the optional establishment of separate boards of trustees for those boards of education electing to follow this course of action. All community colleges have chosen this course and all community colleges are now operating under separate boards of trustees. Authority to establish new community colleges is vested in the State Board for Higher Education acting upon the recommendation of the State Board for Community Colleges.

Community Colleges Statutory Authority: Within the framework of Title 16 of the Education Article of the Maryland Code, local boards of trustees are governing bodies with the following powers granted and duties imposed:

- To establish community colleges, upon the recommendation of the State Board for Community Colleges and subject to approval of the State Board for Higher Education;
- To maintain and exercise general control over the community colleges, keep separate records and minutes, and adopt reasonable rules, regulations or bylaws to effectuate and carry out this responsibility;
- To appoint a president of the community college and fix the salaries and tenure of the president, faculty, and other employees;
- To determine entrance requirements and approve curricula, subject to minimum standards set by the State Board for Community Colleges;

Chart 2

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES ORGANIZATIONAL CHART


THE GOVERNOR AND THE GENERAL ASSEMBLY
THE STATE BOARD FOR COMMUNITY COLLEGES
EXECUTIVE DIRECTOR
ASSOCIATE EXECUTIVE DIRECTOR
DIRECTOR OF FINANCE
DIRECTOR OF INSTRUCTIONAL PROGRAMS
DIRECTOR OF FACILITIES
DIRECTOR OF PLANNING & RESEARCH
DIRECTOR OF CONTINUING EDUCATION & DEVELOPMENTAL STUDIES

- To charge students reasonable tuition and fees set by it with a view to making college education available to all qualified individuals at low cost;

- To establish the college operating and capital budgets subject to approval of the local political subdivisions;

- To purchase, lease, condemn, or otherwise acquire any property deemed necessary by the board of trustees for the operation of the community college;

- To sell, lease, or otherwise dispose of community college assets or property;

- To permit the county board of education to use the land, buildings, or other facilities of the community college with the approval of the State Board for Community Colleges;

- To use any land, buildings, assets, or other facilities of the county board of education with the approval of the county board of education;

- To sue and be sued.

Community Colleges Functions: The functions of the community colleges derive from the community college mission and the programs they are authorized by statute to offer. Title 16 further provides that, subject to the authority of the State Board for Community Colleges, each board of trustees "may determine offerings that consist of:

(1) transfer programs offering the equivalent of the first two years of a bachelor's degree program;

(2) career programs offering technical, vocational, and semiprofessional education; and

(3) continuing education programs."

Community Colleges Staff Responsibilities: The community college president is appointed by the board of trustees and serves under terms and conditions set by the board. Major responsibilities of the president, however, are set forth in Title 16. These statutory responsibilities include the following: "The president . . .

(1) shall report directly to the board of trustees;

(2) shall recommend the appointment by the board of qualified faculty members and other employees necessary for the efficient administration of the community college;

(3) shall recommend the discharge of employees for good cause; however, any employee with tenure shall be given reasonable notice of the grounds for dismissal and an opportunity to be heard;

(4) is responsible for the conduct of the community college and for the administration and supervision of its departments; and

(5) shall attend all meetings of the board, except those involving his personal position as president."

The specific organization of the individual community colleges varies in accordance with size, history, and local conditions. Although the titles vary, typically reporting to the president are an instructional dean, student services dean, continuing education dean, and a business or administrative dean.

Principal administrative officers of the community colleges meet with their counterparts and members of the State Board for Community Colleges staff through "affinity groups." These groups provide the opportunity for interchange and sharing of information.

III. STATUS OF COMMUNITY COLLEGE OPERATIONS (CONDITIONS, TRENDS, AND PROJECTIONS)

CHAPTER ABSTRACT

General conditions, trends, and projections for community colleges in the areas of enrollment, instructional programs, finance, and facilities are contained in this chapter. It is through analysis of the current status of operations that community colleges identify areas requiring future attention. Goals, objectives, and implementation strategies addressing these areas are listed in the succeeding chapters.

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ENROLLMENT

CURRENT COMMUNITY COLLEGE STUDENT CHARACTERISTICS

During the 1970s, community college enrollment Statewide increased dramatically. During this decade, community college enrollment increased faster than enrollment in other segments of higher education in Maryland. To a very great extent, the growth and development of community colleges during these years was the dominant factor affecting the demography of Maryland higher education.

As shown in Table 1, enrollment in credit programs in Fall 1982 was 101,931. There were 30,488 full-time students (29.9 percent) and 71,443 part-time students (70.1 percent). Full-time enrollment increased by 603 students (2.0 percent) from 1981 to 1982 and part-time enrollment increased by 4,770 students (7.2 percent). Total enrollment thus increased by 5,373 students (5.6 percent) from Fall 1981 to Fall 1982.

Community colleges now enroll 50 percent of all undergraduates in Maryland public and private higher education institutions and 55 percent of all undergraduates in public higher education institutions. In Fall 1982, 30 percent of all full-time undergraduates in Maryland were attending a Maryland community college and 43 percent of all new freshmen enrolled full-time in Maryland were attending a community college. Sixty-nine percent of all part-time undergraduate enrollees in the State were attending a community college.

The proportion of female students and the proportion of students aged 30 and older has also increased during the past ten years. Accompanying this increase in enrollment in credit programs has been a dramatic increase in the number of citizens participating in continuing education courses offered by the community colleges. In FY 1982, there were 161,647 registrants in over 6,700 continuing education courses in Maryland community colleges. Noncredit continuing education registrations have increased substantially over the past decade and is likely to account for a significant number of full-time equivalent student enrollment in the foreseeable future. Such enrollment increases will affect declines in the 19-24 age population.

Table I

OPENING FALL CREDIT ENROLLMENT 1960-1982
MARYLAND COMMUNITY COLLEGES

Year	Full-time	Percent Increase (Decrease)	Part-time	Percent Increase (Decrease)	TOTAL	Percent Increase (Decrease)
1960	2,361	11.7%	2,243	.8%	4,604	5.5%
1961	3,436	45.5	3,140	39.9	6,576	42.8
1962	3,965	15.4	3,926	25.0	7,891	20.0
1963	4,596	15.9	4,441	13.1	9,037	14.5
1964	6,185	34.5	4,779	7.6	10,964	21.3
1965	9,788	58.2	5,819	21.7	15,607	42.3
1966	10,244	4.6	6,595	11.9	16,839	7.8
1967	11,951	16.6	8,323	26.2	20,274	20.4
1968	14,736	23.3	11,401	36.9	26,137	28.9
1969	19,103	29.6	15,995	40.2	35,098	39.2
1970	21,633	13.2	20,778	29.9	42,411	20.8
1971	23,163	7.1	24,508	17.9	47,671	12.4
1972	23,301	.6	28,963	18.2	52,264	9.6
1973	24,070	3.3	34,646	19.6	58,716	12.4
1974	24,235	.7	40,444	16.7	64,679	10.2
1975	28,177	16.3	48,063	18.8	76,240	17.9
1976	28,924	2.7	51,031	6.2	79,955	4.9
1977	29,278	1.2	55,609	9.0	84,887	6.2
1978	27,748	(5.2)	58,328	4.9	86,076	1.4
1979	28,106	1.3	60,246	3.3	88,352	2.6
1980	28,978	3.1	64,049	6.3	93,027	5.3
1981	29,885	3.1	66,673	4.1	96,558	3.8
1982	30,488	2.0	71,443	7.2	101,931	5.6

FUTURE ENROLLMENT

College enrollment in Maryland is influenced by accessibility, population, attendance rates, and retention rates.

Accessibility: Community colleges in Maryland are conveniently located throughout the State. The colleges, realizing the importance of proximity, are increasingly offering courses through satellite centers and on-site in businesses and neighborhood locations, as well as at the home campus.

Population: Community colleges have historically attracted a diverse student body. This has included large numbers of older, married, and working students.

Demographic changes in the number of young people in the State and at the local college level suggest colleges will need to increase even further the number of part-time students from older age groups if they are to maintain current enrollment levels.

Data are available from the Maryland Department of State Planning which project significant decreases in the number of students graduating from high school and a 23 percent decrease from 1980 to 1990 in the number of the 15-19 age group in the Maryland population.

Table 2 provides actual data for the number of students and the size of the population of various age groups in Fall 1982. These two items can be used to calculate the current participation rate of each age group. For example, 5.96 percent of the 15-19 age group were attending a community college in 1982. If this age group continues to enroll at community colleges at this rate, and the size of the age group decreases as projected by the Department of State Planning, the number of students in 1985 and 1990 will decrease at the same rate that the population age group decreases. Table 2 indicates that if participation rates for the four age groups do not rise before 1990, there will be 5,474 fewer students in the 15-19 year old group, 4,252 more students in the 30-39 year old group, and 2,341 more students in the 40-99 year old group for a net decrease of 876 students by 1990.

Decreasing numbers in the younger age group, however, would also mean losing more potential full-time students since the average credit load of the 15-19 year old students is 11.1 credit hours compared with 4.5 credit hour average for those 40 or older. Graph 1 illustrates the increases and decreases in full-time equivalent students (credit hours ÷ 30) generated by the four age groups if present age group participation rates and the average credit hour load of each age group does not change during the 1980s.

Attendance Rate: Recent trends in the enrollment of the 15-19 year old group indicate that the proportion of these potential students attending community college have remained fairly stable. The effect of a decline in the number of people in this group will therefore likely be a corresponding decline in enrollment and the full-time equivalent produced by this age group. Large increases in participation rate and in the numbers from this age group appear unlikely because of competing military manpower needs, potential changes in grant and loan policies, and increased competition from employment opportunities and other institutions.

The college attendance rate in the 20-29 year old group has however been increasing in recent years. This group now represents 43 percent of the total student enrollment and produces 44 percent of the credit hours. A total of 514 fewer full-time equivalent enrollment will be produced in 1990 if the participation rate and the credit hour load by this age group remains the same. Continued increases in the participation rate of this group could however produce increases in enrollment and in credit hours.

The number of people in the age groups 30-39 and 40-99 will increase during the next eight years. If the participation rate and credit hours remain the same as in Fall 1982, there will be small increases in the number of full-time equivalent students produced by these groups.

Retention Rate: In addition to new programs and the continuation of efforts to attract and serve older students returning to the colleges to update skills, to retrain for new jobs, and to pursue their educational interests, colleges will need to offer the courses, services, and campus environment which will encourage their current students to stay and continue their education. Student follow-up studies indicate that the average Maryland community college student completes about 31 credits within four

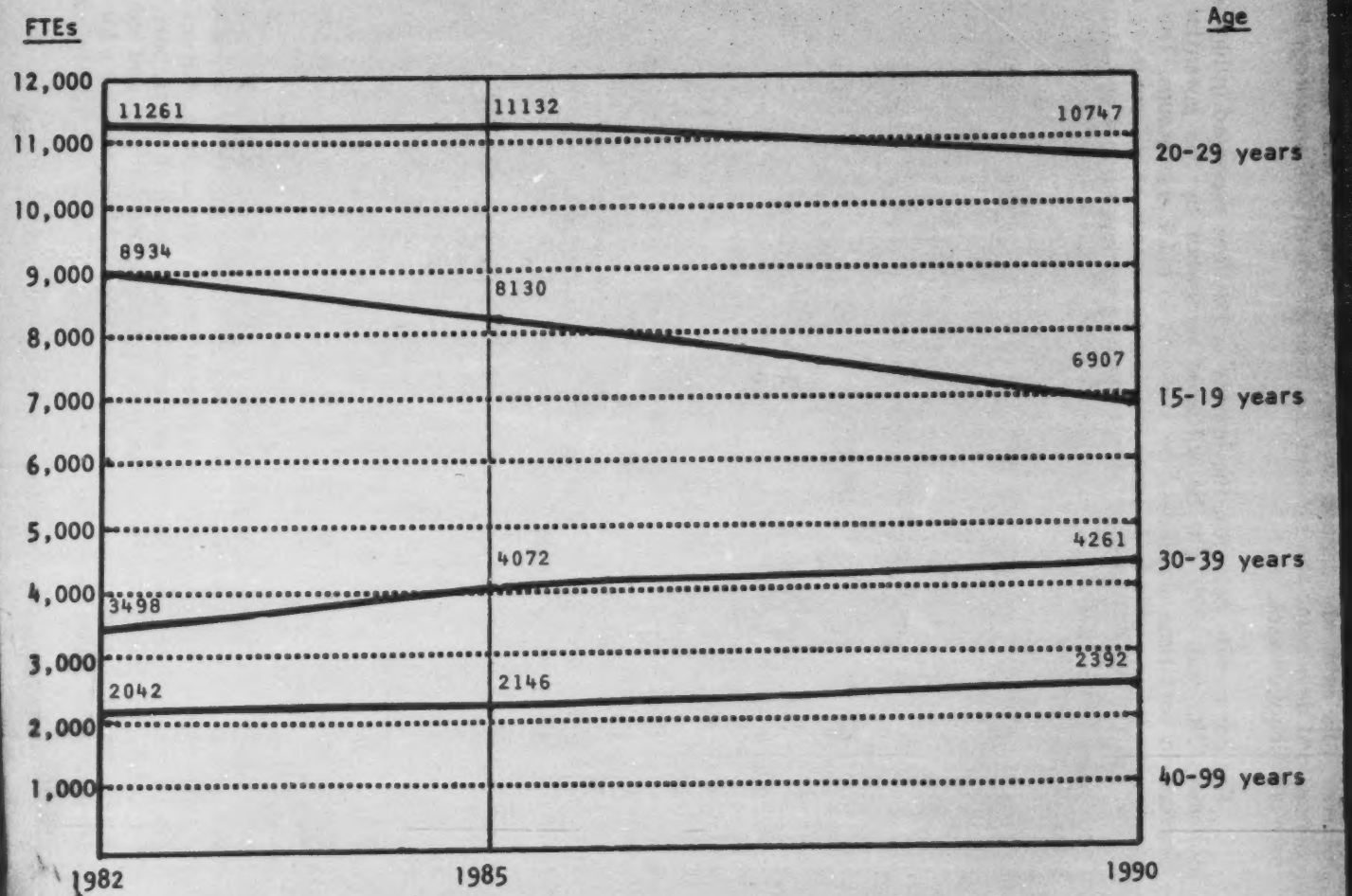
Table 2

CREDIT ENROLLMENT PROJECTIONS
MARYLAND COMMUNITY COLLEGES
FALL 1982, 1985, AND 1990

		Fall 1982					Fall 1985					Fall 1990				
Age Group	1980 Population	Participation Rate	Actual Students	Average Credit Load	Credit Hours	Projected 1985 Population	Participation Rate	Estimated Students	Average Credit Load	Estimated Credit Hours	Projected 1990 Population	Participation Rate	Estimated Students	Average Credit Load	Estimated Credit Hours	Change in Credit Hours 1982-1990
15-19	405,011	5.960	24,125	11.11	268,029	368,327	5.960	21,952	11.11	243,887	312,943	5.960	18,651	11.11	207,213	-60,816
20-29	763,527	5.710	43,703	7.73	337,824	756,585	5.710	43,201	7.73	333,944	730,445	5.710	41,708	7.73	322,403	-15,421
30-39	645,637	3.020	19,506	5.38	104,942	751,936	3.020	22,708	5.38	122,169	786,700	3.020	23,758	5.38	127,818	+22,876
40-99	1,481,032	0.009	13,642	4.49	61,253	1,592.855	.009	14,336	4.49	64,369	1,775,873	.009	15,983	4.49	71,764	+10,511
Total	3,295,207		100,976		772,048	3,469,703		102,197		764,369	3,605,961		100,100		729,198	

Graph I

PROJECTED FULL-TIME EQUIVALENT CREDIT STUDENTS BY AGE GROUP
MARYLAND COMMUNITY COLLEGES
1982 - 1990



and one-half years after entering the community college. The college's ability to increase this rate will depend on identifying students, who desire only one or two courses, and developing the services and courses which will encourage these students to take additional courses.

For community colleges, the impact of declines expected in high school students between 1982 and 1990 will be softened somewhat by the potential for continued increase in part-time enrollment by students in older age groups. The success of the community college efforts to meet the learning needs of all students and to attract increased participation will depend as much upon the national and State economy and the attractiveness of the programs and quality of instruction, as upon the demographic changes in age patterns.

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ASSISTING STUDENTS IN AND OUT OF CLASS

THE NATURE OF STUDENT SERVICES PROVIDED

The Minimum Requirements for Degree-Granting Two-Year Colleges, promulgated by the State Board for Higher Education, establish minimum standards for student services and activities to be provided by all two-year colleges. Section .11 of the Minimum Requirements indicates that, "Student services and activities shall realistically reflect the stated objectives, purposes, and philosophy of the institution. . .The institution shall be sure that all students have access to a well-developed program of counseling, testing, advisement, orientation, financial aid, career development, placement, health services, food dispensing, and a college bookstore. The specific organization of services, as well as the resources and staffing provided, shall be determined by the individual college, so long as provision for all of the above services are made."

Each Maryland community college provides the services and activities required as well as a wide variety of other student development functions consistent with the history, size, and location of the institution. For example, in some areas of the State it is necessary to provide students with assistance in locating convenient off-campus housing in order to successfully pursue an instructional program at the institution. On the other hand, some community colleges do not need to provide nearly as extensive campus health facilities because of the availability and location of county health department programs and services.

Nonetheless, all community college student development services share a common philosophy of providing necessary and relevant student support systems for the numbers and types of students enrolled in the diverse community college instructional offerings. Services are provided for full-time day students, evening students, part-time students, off-campus students, continuing education students, and business and industry students. A special series of services of instructional support is often necessary for the increasing population of students achieving mastery of basic skills in community college remedial education.

In this Plan, the focus is on community college functions, not organizational structures. Structure varies, depending on the factors listed above. Particularly in this section, it is important to realize that student development functions are being addressed. These functions on the campuses may be exclusively responsibilities of the student affairs divisions, they may be shared with other institutional components (such as instruction or finance), or they may be assigned administratively to other operating divisions of the institution. In any case, the functions are performed, and that is the important fact.

ENTRY SERVICES

It is essential that institutions provide for the functions of marketing, outreach, and admission. Although some institutions are reluctant to use the terms marketing and outreach for fear of what the terms mean or how they might be misconstrued; increasingly, institutions of all types--including community colleges--are beginning to realize that there is nothing unseemly about the functions.

Because the college experience of many people took place years earlier and primarily in the four-year college sector, there is the tendency for many to think of the entry functions strictly in terms of "admissions." Community colleges do not reject prospective applicants in accordance with selective criteria. Students are placed in programs based on individual capabilities.

Under the expanded definition of entry services are such individual functions as: high school relations and visitations, educational and career information "brokering," community presentations, business and industry solicitations, and development and packaging of instructional offerings. In many cases, these guidance activities make use of interactive computers. Provision of computerized educational and career information has been a major focus in the State's community colleges and is now a high priority in State administration of vocational-technical education.

A number of Maryland community colleges have developed nationally-recognized marketing strategies to serve entry needs. Properly conceived, a program of marketing strategies must be seen as a dynamic feedback loop, involving the elements of product, place, price, and promotion.

RETENTION SERVICES

In the past, higher education institutions--including some community colleges--have devoted a large part of their resources to the task of recruiting new students. Proportionately less attention historically has been devoted to the assignment of assuring that currently-enrolled students have the best possible opportunity to successfully navigate their chosen instructional program. Such a posture is not only a disservice to those who have chosen to enroll, but it is also counterproductive to the overall aims of the community college movement.

Community colleges strive to nurture student success, not to cause failure. Most students entering community colleges have the capability to succeed in some community college program. However, that program may not be their first choice. In developing retention strategies, community colleges attempt to match the needs and abilities of students with the nature and rigor of particular programs.

If community colleges in this State and elsewhere have communicated anything clearly to society, it is that there can be human dignity in all paths of life and areas of work. Everyone may not be able to be a brain surgeon, but all should receive training designed to prepare them to be the best they are capable of becoming. Many students have come to realize this and have also found that the current remuneration of many occupations previously thought to not be the work of the "college-educated" is on a par with or higher than that of the traditional college-trained occupations.

Retention services include the traditional student support services of testing, counseling, advisement, and tutoring--albeit with a different orientation and direction. In striving to encourage student success in an appropriate instructional program, the focus clearly must be on the individual and what it takes to engender success for that person.

PERSONAL AND SOCIAL DEVELOPMENT

Within the area of personal and social development is what is commonly thought of as the student activities program of an institution of higher education. Residential colleges--as contrasted with commuter institutions--traditionally have provided extensive programs and activities predominately for the full-time, college-age, undergraduate students living in college housing facilities.

No students live on community college campuses in this State, and few community college students fit the mold of the traditional, full-time, college-age undergraduate. This does not mean that programs and activities should not be offered to these students. Rather, it means that programs and activities need to be customized to fit the needs and desires of the students enrolled.

Many Maryland community colleges have achieved a reputation for the development of innovative programs and activities for the new clientele as well as the traditional-age full-time student. A number of the institutions have surveyed part-time adult students to see what they want and need. Out of these needs asssessment studies, new programs have been established.

In whatever ways such activities may differ from college mixers, fraternities, and rock concerts in the four-year college sector, these community college activities form the same motivation to meet student personal development and living needs. Because students have elected to attend a Maryland community college rather than a four-year institution, they should not be denied the opportunity for a satisfying environment that the State would and does provide to other college and university students.

Other services in this category include student government, student organizations, health services, food dispensing (vending and/or "live" food service), and college bookstore operations. In each case, efforts have been made to structure these programs, activities, and services to the particular needs of the diverse community college student body.

EXIT SERVICES

No matter how rewarding community college programs and services are, their effectiveness must be judged in terms of the results students achieve personally and for society after individuals leave the institution. In contrast to many four-year colleges

and universities, the student goal may not be graduation; and failure to receive a degree or other formal award from the institution should not be seen as an institutional failure. Many students--for job or personal reasons--may enroll to take one course or a short sequence of courses. Having achieved the goal that they themselves set, they leave the institution, sometimes to never return and sometimes to return many years later.

Dealing with a student body attuned to differing needs requires that community colleges (1) determine at time of student entry their individual goals; (2) provide services geared to these needs; (3) offer programs designed to meet these needs; and (4) assess after the fact whether indeed the students did achieve the goals they set for themselves. To achieve these objectives, each Maryland community college participates in a continuing series of student follow-up activities.

Students are asked at entry what motivates their attendance at the community college. It is not assumed automatically that students have a degree goal. The programs are offered, assistance is rendered, and whenever a student decides to leave the institution, he or she is asked (after a specified interval) to complete a questionnaire indicating what he is doing and how effectively the community college met his needs. Former students enrolled in occupational programs are also asked to allow the college to survey their employers to determine how well the community college programs met employer needs.

Aside from the impact of student exit services on the nature and quality of the instructional programs offered, exit services are available simply to provide the impetus for student success. Such functions as graduation counseling, job counseling and placement, and alumni activities are meant to provide a transition between education and the world of work or further study.

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COMMUNITY COLLEGE INSTRUCTION: DEGREE AND CERTIFICATE PROGRAMS

Originally, the purpose of Maryland community colleges was to provide the first two years of a baccalaureate program. Over the years, however, the institutions have become more comprehensive in the scope of their offerings.

The Maryland Code identifies three major functions for community colleges: transfer programs, occupational programs, and continuing education courses. Occupational programs, however, were not widely available until about 1970. Currently transfer and occupational programs, along with continuing education, represent readily-available major components of Maryland's comprehensive community colleges. Continuing education is addressed in a succeeding section of this chapter.

INSTRUCTIONAL PROGRAM DEFINITION

The State Board for Higher Education defines a program as "a series of courses and/or other supervised educational activities leading to a formal award." In educational parlance, a "formal award" means a degree or certificate awarded for program completion. Within this context, Maryland community colleges offer two types of programs--transfer and occupational.

Transfer Programs: Transfer programs are those curricula designed to prepare students for the continuation of their education in a baccalaureate-level institution. In Maryland these programs parallel the first two years of undergraduate study at the four-year colleges and are primarily in the liberal arts and sciences, business, engineering, and education areas.

Under statutory and regulatory provisions, articulation agreements with the Maryland public four-year colleges and universities have been developed to insure adequate preparation and to facilitate student transfer. Articulation programs also have been developed with independent colleges and universities, both in Maryland and elsewhere. About one-third of community college students transfer to four-year institutions.

Occupational Programs: Occupational programs are designed primarily to prepare individuals for immediate job entry or to upgrade the skills of those already employed. They are intended to meet manpower requirements at two levels:

- Management trainee and technician levels in such fields as health services, business and commerce, engineering, public service, and agriculture;
- Artisan, trade and service levels within each of these fields.

Within the framework of occupational programs (technician and management), community colleges are authorized to grant associate degrees and certificates. Degree programs must include not less than 60 semester hours of credit of which at least 24 must be in the area of occupational specialization. Degree programs also require a minimum of 15 credits of general education broadly distributed among the humanities, social sciences, natural sciences, and mathematics. This general education component in occupational programs is typically transferable. Certificate programs must include 12 or more credits that stress the technical or manipulative requirements of an occupation.

PROCEDURES FOR REVIEW OF INSTRUCTIONAL PROGRAMS

The review and evaluation of community college proposals for the implementation of new instructional programs have been conducted in accordance with procedures contained in the Instructional Program Manual published by the State Board for Community Colleges since 1974. The manual, currently in its fourth revision, has also been approved by the State Board for Higher Education and the Division of Vocational-Technical Education, Maryland State Department of Education.

The first step in program development is the listing of projected programs in this Plan. Letters of intent to submit program proposals are due in the offices of the State Board for Community Colleges annually by June 15. Following response and comment by the Board, community colleges determine whether to submit a full program proposal, copies of which must be submitted to the Board by November 1. Following action by the State Board for Community Colleges, programs that have been endorsed are submitted to the State Board for Higher Education for final consideration.

INSTRUCTIONAL PROGRAM EVALUATION

A comprehensive system for program evaluation has been implemented. The first step in the development of the evaluation process was the Maryland Community College

Program Proposal Manual. The manual contains the elements and information required for review and evaluation of program proposals. It also provides a common format for new program submission, permitting systematic and uniform collection and analysis of data. The elements were selected to mesh with annual reports collected routinely by federal and State agencies.

The second step in the evaluation process occurred when the Program Evaluation Manual was approved by the State Board for Community Colleges and the State Department of Education in 1975. The manual called for the development of a two-level program evaluation approach. The first level, to be employed by both State agencies and the colleges, uses data which are submitted by the colleges on a program-by-program basis during each academic year. The second level, involving an in-depth qualitative examination of programs identified by analysis of Level I information, is conducted by the institution itself. Following the local qualitative assessment, results of the study and college recommendations are transmitted to the State Board for Community Colleges.

To implement the first, or quantitative, level, the State Board for Community Colleges has developed a computer-assisted Program Data Monitoring (PDM) System. The system aggregates information relating to each individual community college program for a five-year period and displays it on one computer printout page. A sample PDM printout appears in Appendix C.

Criteria for analyzing the enrollment, award, discipline cost, and follow-up data have been developed with the assistance of the academic and occupational deans and the directors of institutional research. Each program not meeting the condition of any criterion is flagged.

The computer searches the data for each program and contrasts not only information about that program but also compares program data against other programs at that college and similar programs in other colleges. In each instance that a program fails to meet the tolerance level for a specific criterion, the computer prints the designation: "PDM quantitative criteria checks indicate: (followed by a listing of the specific criteria)."

TRENDS IN IMPLEMENTATION OF NEW INSTRUCTIONAL PROGRAMS

Academic programs in community colleges are of two types, transfer and occupational. Little change is expected in the transfer offerings in the community colleges during the 1980s. Because of the changes in the demography of Maryland, there may be fewer students enrolling in the transfer programs, but the transfer programs respond to the four-year colleges and will adapt as the four-year colleges change their freshman and sophomore requirements.

Changes in the 1980s in community college occupational programs will be stimulated primarily by supply and demand in the work force. Key growth areas for the current decade are in the service sector, including office occupations, business, and health. Office occupations with a great deal of potential are secretarial and clerical. Program development can be expected to help persons upgrade their job skills and to prepare persons for changes in office technology, such as word processing and information processing networks. In the business field, considerable growth can be expected in merchandising and mid-level management. The allied health professions are likely to show continued growth, especially nursing. Although fewer persons are

employed in the computer field than the previously mentioned occupations, considerable growth can be expected and programs that prepare persons for programming and systems design will be in demand. Further, many occupations will require computer literacy, and the computer and data processing curricula will play an important role in providing the service courses necessary for other occupations.

Community colleges presently offer associate degrees and certificates. Statewide student follow-up studies have indicated that many persons attend the community college with educational aspirations that are less than the associate in arts degree. Responding to this, many community colleges have begun to increase their certificate offerings or to lower the number of credits required for a certificate. Such a trend could be expected to continue in the coming years.

Finally, community colleges will likely continue to attract adults who have completed four or more years of college in the liberal arts and who want to develop technical skills for immediate employment. According to the U. S. Occupational Outlook Handbook, the number of four-year college graduates has risen faster than the number of jobs that require a baccalaureate degree. In fact, the occupations with the greatest change in employment in the 1980s are clerical and service workers, both involving a community college preparation. Program development in the community colleges will be geared to that employment need.

CURRENT AND PROJECTED PROGRAMS

Increasing emphasis on occupational programs reflects changing values and attitudes among students as to the level of education required to qualify for desirable employment opportunities. As a result of this changing emphasis, Statewide enrollment in occupational programs increased from 29 percent of the total enrollment in 1969 to 47 percent in 1982. The number of occupational certificates awarded increased from 114 in the 1970-1971 academic year to 1,154 in the 1981-1982 academic year. Fifty-eight percent of the associate degrees given in 1981-1982 were in occupational programs.

Community colleges have projected 76 new programs for Fall 1984, 66 for Fall 1985, and 84 new programs for Fall 1986-Fall 1988. These projections were supplied by the colleges and represent only the first of three steps in programs proposed to the State Board for Community Colleges. The second step is a Letter of Intent due in June; and the third step is a full proposal, due in November. During these three steps, many factors are weighed by the college and most projected programs are not implemented. For example, only fourteen new programs were approved for Fall 1983 while the 1982 State Plan projected 57. Each proposed program is evaluated on its merits according to the criteria in the Instructional Program Manual.

STATEWIDE PROGRAMS

The State Board for Community Colleges has designated certain instructional programs at Maryland community colleges as Statewide programs. In addition to providing greater opportunity to additional Maryland citizens, the implementation of Statewide programs allows for more effective planning for the placement of new instructional programs, particularly in high-cost specialties. Since residents of one county can enroll in designated programs in adjoining areas with little or no additional cost, there is less need to have all programs available locally. This procedure tends to reduce unnecessary duplication of effort.

The programs designated as Statewide are:

Allegany Community College
- Dental Hygiene
- Forest Technology
- Respiratory Therapy

Anne Arundel Community College
- EMT Paramedic

Community College of Baltimore
- Dental Hygiene
- International Trade
- Physical Therapy Assistant
- Respiratory Therapy Technology

Catonsville Community College
- Air Transportation Management
- Mortuary Science
- Occupational Safety and Health Technology

Cecil Community College
- Professional Photography

Dundalk Community College
- Labor Studies
- Retail Floristry
- Stationary Engineering Technology
- Water Systems Technology
- Physical Fitness Technology

Garrett Community College
- Veterinary Science Technology
- Wildlife Management

Harford Community College
- Electrodiagnostic Technology
- Science Laboratory Technology (Histotechnology option)

Howard Community College
- Biomedical Engineering Technology
- Vision Care Technology

Montgomery Community College
- Fire Science

Wor-Wic Tech Community College
- Hotel-Motel-Restaurant Management
- Nursing, Practical
- Nursing, Registered

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COMMUNITY COLLEGE INSTRUCTION: CONTINUING EDUCATION

In recent years continuing education, community services, and public service activities have emerged among the most vital components of Maryland's comprehensive community colleges. Continuing education includes courses for citizens intending to upgrade an existing talent or to acquire new skills required in the labor market. Community and public service activities include workshops, seminars, and lecture series dealing with key political, social, and economic issues facing our communities.

Many individuals participate in community service activities for general personal enrichment. Continuing education courses and community and public service activities are provided on campuses and in facilities located throughout the community college service areas. These offerings make the community college available to all citizens regardless of age, interest, or previous educational attainment.

The State provides support for certain continuing education courses in accordance with policies and procedures adopted by the Board. The State does not participate directly in the cost of community and public service activities.

CONTINUING EDUCATION DEFINITION

The State Board for Community Colleges defines continuing education as regularly scheduled community college courses offered not for academic credit but designed to meet the needs of part-time and returning students. Some continuing education courses are self-supporting and some are State-assisted. Certain community college continuing education courses carry "continuing education units," a nationally-recognized method for measuring and recording completion of courses that do not carry academic credit but do meet established criteria for evaluation of student learning. Other courses do not carry this designation.

SBCC PROCEDURES FOR CONTINUING EDUCATION COURSE APPROVAL

Community college continuing education courses are offered in accordance with written descriptions and objectives, are open to the public, and involve direct faculty-student instructional contact. Within this area, there are two major categories of instruction that comprise the continuing education curriculum: (1) courses for which State funding is requested; and (2) courses for which State funding is <u>not</u> requested.

The Board has developed procedures for the determination of eligibility for participation by the State of Maryland in individual continuing education courses. Each course for which State aid is requested must be submitted and reviewed individually for analysis of its goals and objectives, instructional methodology, course length, location, and target population (if applicable). The staff makes a prompt determination on each course based on Board policies and procedures and communicates the eligibility status immediately to the appropriate community college. Each college can appeal the staff decision to the Board.

In FY 1982, 7,285 continuing education courses were reviewed for eligibility. The enrollment for these courses totaled 161,647 registrants. Approval by the State Board staff continues for a period of not less than two fiscal years, unless the college has been

notified otherwise in writing by the Board. Conditions may change, but new submission and evaluative criteria for State funding generally are not applied retroactively.

The State Board for Community Colleges maintains a file of all continuing education courses offered in Maryland community colleges that are not submitted for State assistance. There is no review of these courses. Colleges are required, however, to submit listings that include course titles, course hours, and enrollments for these offerings.

TRENDS IN CONTINUING EDUCATION SUBJECT AREAS

Instruction in continuing education encompasses an array of courses designed for the adult student. Unlike credit instruction which classifies subject matter by the HEGIS system, continuing education subject matter is classified through a 22-category Board subject taxonomy. The State Board subject classification is used by the Board to classify continuing education instruction in a format that enables the State to collect and record these enrollment data more efficiently. The classification system places greater emphasis on the vocational-technical area of study, provides for greater flexibility in relationship to the organization of continuing education instruction, and allows for categorization of subject matter not easily classified under the traditional content areas of the HEGIS taxonomy.

Much of the coursework developed in continuing education is learner-centered and involves a training, developmental, and self-enrichment focus. Between FY 1979 and FY 1982, community colleges developed the majority of continuing education courses in four major subject areas: business, education, health, and industrial arts. The business subject area, which relates to occupational upgrading in the areas of secretarial sciences, sales, office practices and procedures, real estate, financial accounting/administration, and insurance, encompasses 24 percent of all courses presented for State review. In business, most growth has been in courses developed for small businesses and entrepreneurships.

THE ROLE OF CONTINUING EDUCATION IN VOCATIONAL-TECHNICAL EDUCATION

Many community college continuing education courses contain important vocational-technical content. Whether a vocational course is offered as a credit or continuing education course depends on a number of factors. Generally credit vocational courses are developed as part of a full curriculum in the subject area. Likewise, credit courses operate on a traditional academic schedule of two 15-week semesters.

Providing continuing education courses meet the minimum contact hour requirements of the Board, these courses need not be structured over a regular academic semester nor are they required to start or end at a prescribed time. Rather, courses can be customized to meet emerging needs in a flexible and meaningful way. These factors have been of major importance in the development of continuing education offerings in the vocational-technical areas.

Another separate factor has been important historically in the design of continuing education vocational-technical courses. As part of their legacy in what were then principally liberal arts institutions, some community college faculties in the past could not see how certain "dirty hands" areas could be viewed as college-level work, worthy of the granting of academic credit. Such areas as diesel technology; heating,

ventilation, and air conditioning; pollution abatement; and sanitary technologies are in this category. As community colleges have come to more clearly see the comprehensive needs they serve, some colleges have moved such courses into the credit area. However, many vocational-technical courses remain for one reason or another also in the continuing education area of the colleges.

COMMUNITY SERVICE DEFINITION

The State Board for Community Colleges defines community service as activities, other than formal courses, that are developed for the growth, education, development, or enrichment of Maryland citizens and groups. The State does not participate in the funding of community service activities; they are self-supporting or are funded by the political subdivisions or outside sources. Many community service activities are targeted upon special populations identified by federal, State, or local governments and generally are short-term in nature.

CONTINUING EDUCATION AS PART OF THE COLLEGE PUBLIC SERVICE MISSION

Colleges and universities, public and private, have viewed as one part of their mission the area of public service. In the traditional taxonomy, the three major functions of American higher education are: transmitting the cultural heritage, seeking new knowledge, and providing service to the public in a variety of ways.

As the only postsecondary institutions with "community" in their name and as institutions funded by State and local government, community colleges have taken a particular interest in meeting local, regional, and Statewide needs. Such needs include service to citizens, organized groups, government, business, and industry. Recent effort by community colleges has been directed toward maintaining and expanding the economic development of Maryland. A large portion of the activities aimed toward economic development has been sponsored by the continuing education divisions of the community colleges.

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COMMUNITY COLLEGE FACULTY

As indicated in their mission statement, Maryland community colleges are principally teaching institutions. There is only limited sponsored research, and the focus clearly is on the quality of instruction offered to students.

In an environment in which teaching and learning are pivotal, one cannot discuss the quality of instruction without reference to the faculty and to the staff whose role is to facilitate the learning process.

Acting upon the recommendation of the presidents, the local boards of trustees of Maryland community colleges are authorized by the Maryland Code to "appoint faculty members and other employees necessary for the efficient administration of the community college." Maryland does not provide for statewide certification of higher education faculty. However, the Minimum Requirements for Degree Granting Two-Year Colleges do include general provisions in regard to faculty competence and assignment. Generally faculty are required to possess at least an earned master's

degree when assigned to teach academic subjects. In addition, each faculty member is required to "have a well-documented record of successful performance as a practitioner in his or her field," and to provide "continuing evidence of keeping abreast of developments in his or her field." For faculty who teach specialized courses of a vocational or technical nature, the highest feasible educational attainments are "expected compatible with teaching assignment, practical experience being given specialized consideration."

During FY 1983, there were 4,631 faculty members at Maryland community colleges teaching credit courses of which 1,739 were full-time and 2,892 were part-time faculty. Additional data on employees by college and function appear in Appendix B.

Characteristics of the full-time faculty responsible for much of the credit instruction are shown in Table 3. Systemwide, 42 percent of the full-time faculty are female, 7 percent are minority, 72 percent are tenured, 88 percent have a master's or higher education degree, and the median age is 42.

Table 3

CHARACTERISTICS OF FULL-TIME CREDIT FACULTY
MARYLAND COMMUNITY COLLEGES
AS OF SEPTEMBER 30, 1982

College	Total Full-time Faculty	Percent Female	Percent Minority	Percent with Tenure	Percent with Master's or Higher	Median Age	Median Salary
Allegany	77	53%	[illegible]%	70%	73%	39	$19,858
Anne Arundel	175	39	6	74	92	41	26,850
Baltimore	140	45	29	80	80	46	23,800
Catonsville	215	41	3	97	93	42	27,584
Cecil	20	50	10	55	90	38	21,186
Charles	41	37	7	68	93	39	23,322
Chesapeake	29	45	10	48	83	47	20,588
Dundalk	50	44	12	62	88	38	24,509
Essex	176	39	4	83	91	42	27,595
Frederick	41	50	10	10	91	45	20,632
Garrett	24	30	-	30	83	35	18,674
Hagerstown	51	35	2	71	94	42	23,219
Harford	80	41	1	72[1]	86	44	27,016
Howard	41	59	10	-[1]	83	39	22,295
Montgomery	329	39	5	68	91	44	30,681
Prince George's	234	41	9	80[2]	94	43	30,105
Wor-Wic Tech	16	67	-	-[2]	88	51	20,014
SYSTEMWIDE	1,739	42	7	72	89	42	$26,903

1 Faculty contracts are for one and two-year periods.

2 Faculty contracts are for a one-year period.

SOURCE: Employee Data Tape System

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FINANCING CURRENT OPERATIONS

SBCC OPERATING BUDGET FOR AGENCY AND COMMUNITY COLLEGE SYSTEM

The Board's projected operating budget is divided into four categories: State Aid to Community Colleges (including Statewide Programs, Aid to Garrett Community College for West Virginia residents enrolled under an interstate agreement, and Full-time Equivalent Student Based Aid), General Administration, the Optional Retirement program, and Federal Funds (Table 4). The General Administration budget represents less than one percent of the total allocation for the agency.

Table 4

STATE BOARD FOR COMMUNITY COLLEGES
PROJECTED AGENCY EXPENDITURES
(STATE AID LIMITED TO STATUTORY MAXIMUM)
FISCAL YEARS 1984 - 1989
(In Thousands)

	1984	1985	1986	1987	1988	1989
State Aid under Statutory Funding Formula[1]	$64,905	$74,500	$77,483	$80,584	$83,815	$87,176
Statewide Programs	75	115	125	135	145	155
West Virginia Residents at Garrett	59	59	59	59	59	59
Optional Retirement Program[2]	892	1,026	1,180	1,357	1,561	1,795
General Administration[3]	439	461	484	508	533	560
Federal Funds	75	75	75	75	75	75
TOTAL	$66,445	$76,236	$79,406	$82,718	$86,188	$89,820

Assumptions:

[1]

	1984	1985	1986	1987	1988	1989
Aid rate	$878/$1,619	$950/$1,752	2% rate increases and			
Flat grant	$200,000	$350,000	2% enrollment growth			
Full-time equivalent	67,453	68,802				
Part-time rate	$10	$25				
Part-time credit students	99,930	101,929				

[2] Ten percent new participants and 5 percent inflation factor.

[3] Future legislative action could significantly change these percentages.
Five percent inflation factor.

CURRENT FUNDING FORMULA

In accordance with statutory provisions, community college operating costs are financed by three major sources: the State, the local political subdivisions, and students through tuition and fees. Section 16-403 of the Education Article of the Maryland Code specifies the operation of the community college funding formulas.

Community college budget requests are developed by individual community colleges and are submitted by the college boards of trustees for consideration by the governing bodies of the sponsoring political subdivisions. The operating budget must be approved by the respective county/city government.

State Share: The level of State support is based on an enrollment-driven formula and funding is contingent on actual enrollment. It is reasonable to assume that the State should continue to increase the present State aid rate structure in order to keep up with rising costs and to at least maintain the current proportion of State support.

The fiscal commitment at the State level under current statute is primarily based on institutional enrollment and provides a maximum dollar aid rate per full-time equivalent (FTE) student. The State funding formula is illustrated in Table 5. The State share is 50 percent of the current expenses of each community college but shall not exceed $878 per full-time equivalent student (covering thirteen of the seventeen community colleges). Also, these colleges receive a flat grant of $200,000 and $10 per part-time credit student enrolled at the institution. The State recognizes that the higher costs at very small institutions and at regional community colleges require differences in the amount and proportion of State support. For small/regional institutions the State share is 55 percent of the current expenses but shall not exceed $1,619 per full-time equivalent student.

Graph 2 reflects the actual systemwide level of State funding for community college current operations from 1978 to the 1982 fiscal year.

Local Share: Current statute requires that the local political subdivision contribute a minimum of 28 percent (covering fourteen of the seventeen community colleges) and 32 percent of the other three institutions (Cecil, Chesapeake, and Garrett). Table 6 shows the dollar amount and percentage of local support for each community college. Graph 2 also reflects the actual systemwide level of local support for current operations from 1978 to the 1982 fiscal year.

Student Share: Current statute requires that student support be set at certain minimum levels of funding. A 22 percent rate was established for thirteen of the seventeen community colleges. Minimum student support through tuition and fees is 13 percent of current expenses at Cecil, Garrett, and Chesapeake. Student support at Wor-Wic Tech must be at a minimum level of 17 percent.

During the period FY 1978 through FY 1982, systemwide student revenue has been maintained at a 28 percent funding level.

COMMUNITY COLLEGE AUDITS

The Maryland General Assembly, in 1978, enacted legislation providing that the State Board for Community Colleges establish guidelines within which community college audits must be conducted. The Board established comprehensive guidelines

Table 5

STATE AID FUNDING FORMULA
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1984 PROJECTIONS

College	Approved Full-time Equivalent Enrollment	State Aid Rate	Estimated State Aid	Flat Grant	Approved Part-time Enrollment	Estimated Part-time State Aid $10 Per Student	Estimated Total State Aid
Allegany	2,043	$ 878	$ 1,793,754	$ 200,000	2,890	$ 28,900	$ 2,022,654
Anne Arundel	5,800	878	5,092,400	200,000	7,812	78,120	5,370,520
Baltimore City	6,000	878	5,268,000	200,000	8,652	86,520	5,554,520
Baltimore County [1]	16,906	878	14,843,468	200,000	27,532	275,320	15,318,788
Cecil	900	1,619	1,457,100	-	-	-	1,457,100
Charles	2,400	878	2,107,200	200,000	5,040	50,400	2,357,600
Chesapeake	1,194	1,619	1,933,086	-	-	-	1,933,086
Frederick	1,875	878	1,646,250	200,000	3,360	33,600	1,879,850
Garrett	620	1,619	1,003,780	-	-	-	1,003,780
Hagerstown	1,749	878	1,535,622	200,000	3,064	30,640	1,766,262
Harford	3,275	878	2,875,450	200,000	4,200	42,000	3,117,450
Howard	2,440	878	2,142,320	200,000	3,780	37,800	2,380,120
Montgomery	12,216	878	10,725,648	200,000	18,480	184,800	11,110,448
Prince George's	9,400	878	8,253,200	200,000	15,120	151,200	8,604,400
Wor-Wic Tech	635	1,619	1,028,065	-	-	-	1,028,065
TOTAL	67,453		$61,705,343	$2,200,000	99,930	$999,300	$64,904,643

[1] Catonsville, Dundalk, and Essex community colleges.

NOTE: Projections were approved by the Governor and General Assembly and included in the FY 1984 budget. The State Aid formula is enrollment driven and funding is contingent on actual enrollments realized during the FY 1984 period.

Graph I

CURRENT UNRESTRICTED REVENUE BY SOURCE
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS 1978-1983

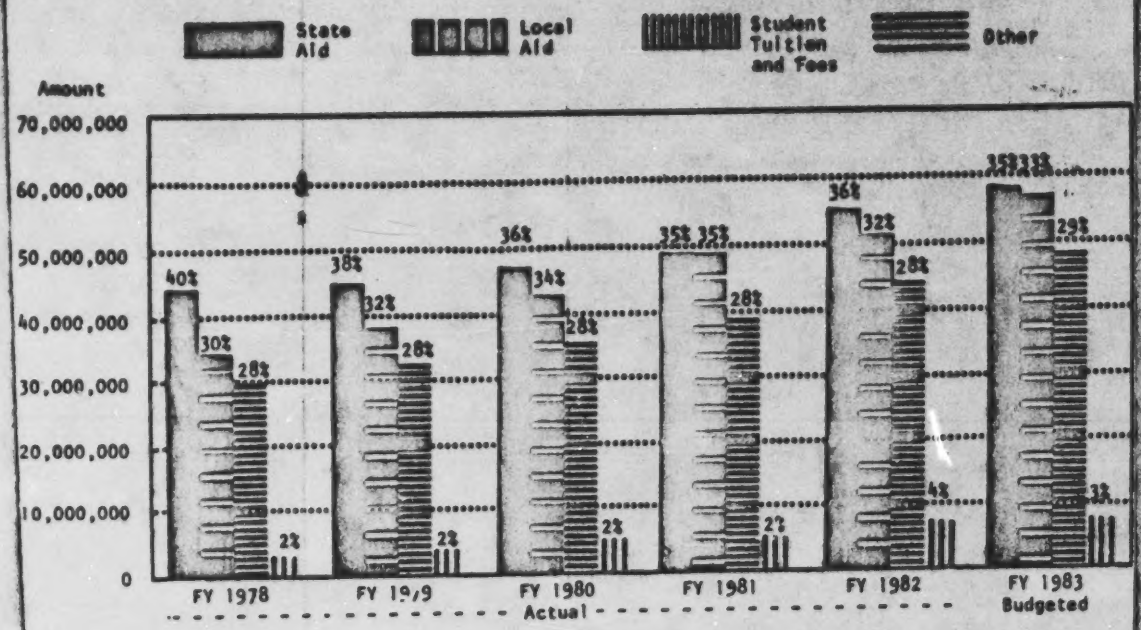

Table 6

AUDITED CURRENT UNRESTRICTED REVENUE BY SOURCE
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1982

College	State Aid Amount	%	Local Aid Amount	%	Student Tuition and Fees Amount	%	Other Amount	%	TOTAL
Allegany	$ 1,698,881	37%	$ 1,316,000	28%	$ 1,407,742	30%	$ 216,758	4%	$ 4,639,381
Anne Arundel	4,802,059	38	4,370,220	35	3,381,413	27	-	-	12,553,692
Baltimore	5,602,029	38	4,167,211	29	3,492,193	24	1,291,242	9	14,552,675
Catonsville	6,373,803	37	6,061,783	35	4,560,375	26	401,329	2	17,397,290
Cecil	1,282,197	50	753,635	29	456,683	18	76,948	3	2,569,463
Charles	2,594,111	44	1,100,725	19	1,570,285	27	567,683	10	5,832,804
Chesapeake	1,512,959	50	896,082	30	437,597	15	170,152	6	3,016,790
Dundalk	1,918,762	33	3,015,487	52	703,579	12	142,197	2	5,780,025
Essex	5,072,861	37	5,110,505	37	3,430,793	25	237,015	2	13,851,174
Frederick	1,371,379	39	902,234	26	1,099,710	32	103,172	3	3,476,495
Garrett	863,986	48	601,915	33	326,757	18	16,392	1	1,809,050
Hagerstown	1,707,804	41	1,154,461	27	1,256,137	30	82,871	2	4,201,273
Harford	2,788,656	39	2,400,000	34	1,718,896	24	223,021	3	7,130,573
Howard	2,023,803	37	1,835,599	34	1,501,076	28	90,808	2	5,451,286
Montgomery	9,274,266	27	12,000,000	35	11,452,346	34	1,267,589	4	33,994,201
Prince George's	8,068,596	39	5,024,852	24	7,129,227	34	678,951	3	20,901,626
Wor-Wic Tech	726,529	51	264,822	19	311,215	22	125,506	9	1,428,072
TOTAL	$57,682,681		$50,975,531		$44,236,024		$ 5,691,634		$158,585,870
SYSTEMWIDE AVERAGE		36%		32%		28%		4%	

SOURCE: SBCC-CC-4

published in the Maryland Register on May 4, 1979 which went into effect with the conduct of community college audits for FY 1979.

The selection and payment of the independent certified public accountant who conducts the audit is the responsibility of each community college. Annually the audit firm releases three reports to the State Board:

Formal Financial Audit Report: The objective of the examination of financial statements by the independent auditor is the expression of an opinion on the fairness of the financial statements with which they present financial position, results of operations, and changes in financial position in conformity with generally accepted accounting principals. The audit is conducted in accordance with the American Institute of Certified Public Accountants Industry Audit Guide entitled "Audits of Colleges and Universities".

Management Letter: The management letter is prepared in accordance with the statements on Auditing Standards of the American Institute of Certified Public Accountants. The primary objective of this report is to improve the financial and accounting operations at the community college. The audit recommendations assist management, who is responsible for establishing and maintaining a system of internal accounting control. The State Board for Community Colleges prepares an annual report of the auditors' recommendations contained in the management letters relating to the college audits, the community college responses, and the Board actions. The current statute, Education Article, Title 16, Section 407(b) requires that the State Board for Community Colleges forward this report to the Legislative Auditor. The report is also forwarded to the Governor, the Comptroller, the Treasurer, the Secretary of Budget and Fiscal Planning, and the Commissioner of Higher Education.

The State Board for Community Colleges concludes that community colleges have improved their fiscal and accounting operations as a result of this process. The Board further believes that issuance of this public report increases the level of accountability for the public dollars expended by the community colleges.

Annual Financial Report: This is a special purpose report required by the State Board for Community Colleges to fulfill its responsibilities in administering State Aid to Community Colleges. Also, this report is designed to provide essential information about enrollment and the financing of current operations in Maryland community colleges. The Annual Financial Report is the source of information used to prepare the annual publication, Maryland Community Colleges Selected Financial and Enrollment Data.

DISCIPLINE COST ANALYSIS SYSTEM

The community college Discipline Cost Analysis System is an important management tool. The system was developed jointly by the State Board for Community Colleges and the individual community colleges to serve a variety of needs. A uniform Discipline Cost Analysis System is considered important for internal management purposes as well as a means of fulfilling the requirements of the State Board for Community Colleges Program Data Monitoring System.

The discipline cost data provide the community colleges with important information that aids their planning and budgeting processes. The data also provide the Board and the community colleges with a financial basis for evaluating programs.

Discipline cost data can be used to arrive at an approximation of the cost of a curriculum but are not program cost data. No attempt is made to trace students through the myriad of courses which make up their program; and, therefore, the discipline costs in Maryland community colleges should not be compared to program costs at other institutions.

Uses of the data by the community colleges are:

- To facilitate the decision-making process related to efficient/inefficient class size;
- To aid in long-range planning for curriculum development;
- To estimate the cost of each curriculum for a single student taking the entire program;
- To provide a basis for resource allocation among disciplines, departments, divisions, courses, etc.;
- To help in the process of budget preparation, review, and evaluation;
- To provide a basis for funding requests;
- To aid departments, divisions, clusters, etc. by providing financial and enrollment data needed for review and evaluation;
- To provide comparable information which can be used in making judgments between alternative courses of action;
- To focus attention on competition for resources and thus force careful review of relative effectiveness;
- To prepare for possible reduction planning by providing a data base for alternative strategies.

Uses of Discipline Cost Analysis data by the State Board for Community Colleges are:

- To provide the community colleges with the kind of financial information that can aid in the solution of problems relating to the allocation of human and financial resources;
- To provide the community colleges with systemwide data on the cost per full-time equivalent student by HEGIS discipline;
- To report systemwide trends in full-time equivalent student enrollment and the cost per full-time equivalent student;
- To provide each community college with trend reports showing full-time student enrollment and the cost per full-time equivalent student over a period of years;
- To aid in the process of evaluating academic programs;

- To provide each community college with the cost per student credit hour (by discipline) in terms of dollars adjusted for changes in the Higher Education Price Index;

- To provide each community college with discipline cost data related to other community colleges of similar size.

PROJECTED NET OPERATING COSTS

Table 7 illustrates the actual systemwide cost per full-time equivalent student for FY 1974 through FY 1982, the budgeted cost per FTE for FY 1983, and the projected systemwide cost per full-time equivalent student for FY 1984 through FY 1989.

Table 7

ACTUAL AND PROJECTED COST
PER FULL-TIME EQUIVALENT STUDENT
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS 1974 - 1989

Fiscal Year	Net Cost Per FTE Student
1974	$ 1,648
1975	1,711
1976	1,665
1977	1,802
1978	1,903
1979	2,103
1980	2,195
1981	2,353
1982	2,452
1983	2,613
1984	2,622
1985	2,699
1986	2,778
1987	2,860
1988	2,944
1989	3,030

FTE = Full-time equivalent
Note: Actual: 1974-1982
Budgeted: 1983
Projected: 1984-1989
Assumptions
Operating expenditures--5 percent annual increase
Enrollment--2 percent growth

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PHYSICAL FACILITIES (CAPITAL CONSTRUCTION)

Developing educational requirements and initiating planning for new facilities are responsibilities of the community college boards of trustees based upon policies established by the State Board for Community Colleges. The State Board for Community Colleges, by authority of Maryland law and pursuant to the State Guidelines for Community College Facilities Planning, has the authority to review all plans for new facilities. The Board solicits the comments of the State Board for Higher Education, the Department of State Planning, and the Department of General Services.

After project proposals are reviewed by the Board staff, recommendations on the advisability of capital projects are made to the Board of Public Works, which has the final authority for all State funded capital projects. The State Board for Community Colleges is also charged with the responsibility to develop detailed physical facilities requirements and projections of capital funds necessary to finance them.

PRESENT AND PROJECTED FACILITIES REQUIREMENTS

Table 8 includes an inventory of present and projected net assignable square feet for Maryland community colleges through FY 1988. Projected facilities requirements are based upon revised facilities and space guidelines adopted by the Board of Public Works in November 1974. Facilities requirements also reflect projected full-time day equivalent FTDE enrollments at each institution through FY 1988.

PROJECTED CAMPUSES

To avoid excessively large student populations on a single campus and at the same time insure greater geographic accessibility, it may be necessary to construct additional campuses. Map I indicates present colleges, branch campuses, and a planned campus. On the basis of projected space requirements, the State Board for Community Colleges has approved the establishment of one additional campus in Prince George's County in the Clinton area. Prince George's Community College is currently reassessing its plans for this campus and will not initiate further development during the current fiscal year.

Any consideration of new campuses or new colleges in Maryland must be justified on the basis of population projections and space requirements in the immediate service area only. Formal action by the State Board for Community Colleges for the establishment of additional campuses or new colleges in Maryland will be based upon college presentation of a county or service area master plan, programs to be offered, site location, and specific campus enrollment projections.

POLITICAL SUBDIVISIONS WITHOUT A COMMUNITY COLLEGE

In Fall 1982, 23 of the 24 political subdivisions in Maryland were served by a community college. Over 99.5 percent of the State's population lives in these counties and Baltimore City. Map I indicates that four counties do not have their own community college: Carroll, Calvert, St. Mary's, and Somerset. Carroll County is served by a branch campus of Catonsville Community College. Charles County Community College opened a branch campus in St. Mary's County in Fall 1978 and in

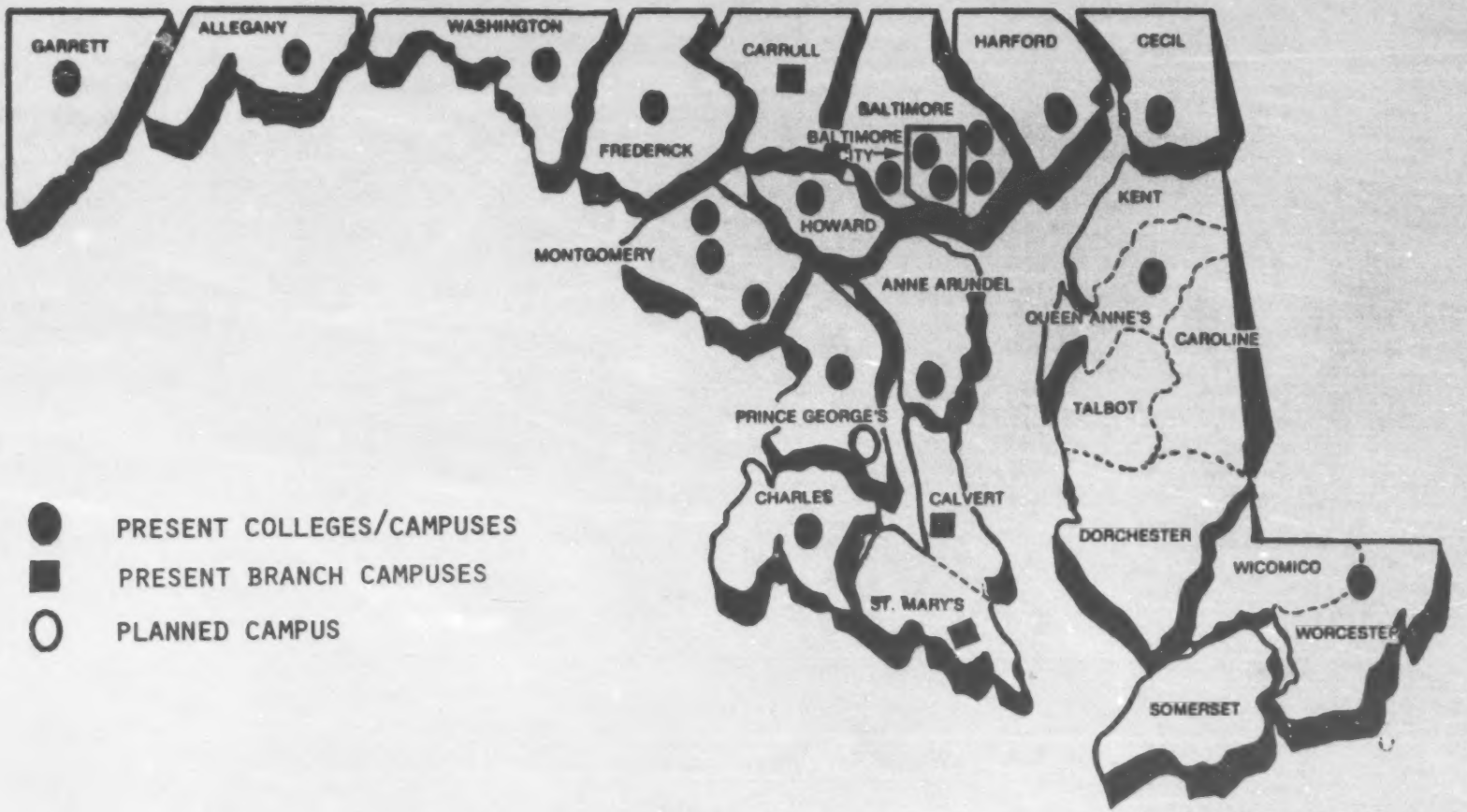
Table 8

INVENTORY OF EXISTING AND PROJECTED NET ASSIGNABLE SQUARE FEET
MARYLAND COMMUNITY COLLEGES
AS OF JANUARY 1, 1983

College	Existing NASF FY 1983	Total FTDE FY 1983	NASF/FTDE FY 1983	On SBCC Priority List	Projected NASF In FY 1988	Projected Total FTDE FY 1988	NASF/FTDE FY 1988
Allegany	209,554	960	218.28	-	209,554	920	227.78
Anne Arundel	209,420	3,103	67.49	37,079	246,499	3,389	72.74
Baltimore	325,770	4,075	79.94	-	325,770	3,567	91.33
Catonsville	279,635	3,068	91.15	38,141	317,776	3,140	101.20
Cecil	43,669	360	121.30	28,000	71,669	397	180.53
Charles	107,041	803	133.30	26,935	133,976	991	135.19
Chesapeake	101,005	675	149.64	-	101,005	674	148.86
Dundalk	114,453	601	190.44	-	114,453	583	196.32
Essex	307,684	3,648	84.34	8,057	315,741	3,767	83.82
Frederick	74,443	1,307	56.96	21,160	95,603	1,522	62.81
Garrett	57,164	233	245.34	5,849	63,013	221	285.13
Hagerstown	117,005	725	167.39	-	117,005	810	144.45
Harford	183,864	1,691	108.73	-	183,864	1,903	96.62
Howard	121,497	1,165	104.29	29,000	150,497	1,626	92.56
Montgomery	686,975	8,542	80.42	11,474	698,449	8,994	77.66
Prince George's	302,002	5,884	51.33	53,591	355,593	6,117	58.13
Wor-Wic Tech	-	251	-	-	-	258	-
TOTAL	3,241,181	37,091	87.38	259,286	3,500,467	38,879	90.03

FTDE = Full-time day equivalent
NASF = Net assignable square feet

MARYLAND COMMUNITY COLLEGES



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Calvert County in Fall 1980. Somerset County remains the only political subdivision of the State in which community college services are not available locally.

National guidelines for the establishment of new community colleges vary in their estimate of the full-time equivalent enrollment necessary to insure the viability of an institution. Based on Maryland's experience over the past twenty-five years, the community college facilities guidelines state that a projected full-time equivalent enrollment of 700 within five years be recognized as the minimum enrollment guideline for the establishment of a new community college. Local political subdivisions must initiate and forward to the State Board for Community Colleges any request for the introduction of new community colleges or new campuses of existing institutions.

ALTERNATIVES TO ESTABLISHING PERMANENT FACILITIES

The first alternative to the establishment of a permanent campus in a county without a college is to operate a community college using existing facilities. This has been accomplished at Wor-Wic Tech Community College serving Worcester and Wicomico Counties. Another alternative is not to operate a separate community college but to contract with nearby community colleges to establish a branch in the county, such as Carroll County has done with Catonsville Community College and St. Mary's and Calvert Counties have done with Charles County Community College.

Use of a branch campus can provide a trial period to test local desire for the establishment of a college. At the end of the trial period, the county can decide whether to (1) discontinue the experiment if the response indicates that community college instruction is unwanted, (2) continue the use of a branch campus indefinitely (or for an additional trial period), or (3) plan for the establishment of a local community college.

STATE CAPITAL FUNDING FORMULA

The State provides at least 50 percent of the capital funds required for community college construction on a matching basis for projects which are eligible for support under the State facilities guidelines. In some instances community colleges are eligible for more than 50 percent State Aid based upon the level of State support for the local public school system. Regional community colleges are eligible for 75 percent in State Aid.

Prior to July 1, 1975, the capital construction bonds for Maryland community colleges limited State Aid to 50 percent of $6,000 per full-time day equivalent student. In those instances where the public school formula was used, this limitation was adjusted. Effective with the passage of the FY 1976 bond bill (July 1, 1975), this statutory limit was increased to 50 percent of $8,000 per full-time equivalent student using the following formula:

> $6,000 multiplied by the projected full-time equivalent capacity of the college, less the total cost of projects at the college approved by the Board of Public Works prior to the effective date of this Act . . . the result of this calculation to be multiplied by 1.33 (the factor of $8,000 divided by $6,000).

State participation includes its share of eligible cost of site acquisition and development, architect-engineer fees, construction costs, furniture, and equipment.

STATE PARTICIPATION IN COMMUNITY COLLEGE CAPITAL COSTS

During the period FY 1961-FY 1983, the Maryland General Assembly authorized $115,000,000 in State capital construction bonds for community colleges for expenditure. Table 9 indicates that $100,045,695 of the $115,000,000 has been expended in support of projects approved through January 1, 1983 by the Board of Public Works. On January 1, 1983, an additional $11,739,685 in State funds had been allocated to projects in design or construction.

Table 9

PREVIOUS AND PROJECTED
STATE CAPITAL CONSTRUCTION EXPENDITURES [1]
MARYLAND COMMUNITY COLLEGES
AS OF JANUARY 1, 1983

College	State Bond Expenditures FY 1961-FY 1983	Projected Requirements FY 1983-FY 1989
Allegany	$ 3,592,882	$ -
Anne Arundel	7,808,564	2,403,605
Baltimore City:		
Liberty	3,018,860	5,244,764
Harbor	7,025,665	-
Baltimore County:		
Catonsville	8,951,793	4,239,000
Dundalk	4,384,498	20,000
Essex	11,202,577	1,145,000
Cecil	1,727,104	2,718,314
Charles	4,609,403	460,000
Chesapeake	4,778,967	122,062
Frederick	2,236,854	1,723,733
Garrett	1,312,635	-
Hagerstown	2,398,410	130,870
Harford	5,104,659	1,948,850
Howard	4,298,932	3,983,990
Montgomery:		
Rockville	8,778,414	2,732,362
Takoma Park	5,064,202	579,400
Germantown	4,634,268	-
Prince George's:		
Largo	8,432,008	2,654,312
Clinton	685,000	-
Wor-Wic Tech	-	-
TOTAL	$100,045,695	$ 30,106,262

[1] These figures represent State expenditures only. They will approximate 50 percent of total construction costs.

The projected construction of facilities for individual community colleges and the capital costs for each are included in Chapter VI. These projections are based upon FY 1982 dollars and will be updated annually. Table 10 summarizes the projected State bond requirements for the period FY 1983-FY 1988.

Table 10

PROJECTED BOND REQUIREMENTS
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS 1983 - 1988

FY 1983-FY 1988	$ 30,106,262
Less available Bond funds on hand	3,214,620
NET BOND REQUIREMENTS	$ 26,891,642

CONSTRUCTION PRIORITIES

The construction priority list (Table 11) was approved by the State Board for Community Colleges July 27, 1982. The FY 1984 construction priority list will be approved in July 1983 by the Board.

Table 11

COMMUNITY COLLEGE CAPITAL PROJECTS ELIGIBLE FOR STATE ASSISTANCE
UNDER BOARD OF PUBLIC WORKS APPROVED GUIDELINES
FISCAL YEAR 1983

Priority	College	Project	Estimated State Share
1	Frederick	Reroofing Design and Construction	$ 210,000
2	Frederick	Energy Conservation Modifications Design and Construction	113,733
3	Hagerstown	Energy Conservation Modifications Design and Construction	130,870
4	Montgomery: Takoma Park	Energy Conservation Modifications Phase I Design and Construction	150,400
5	Cecil	Energy Conservation Modifications Design and Construction	19,228

Priority	College	Project	Estimated State Share
6	Anne Arundel	Modifications for Handicapped Design and Construction	$ 52,060
7	Catonsville	Modifications for Handicapped Design and Construction	152,342
8	Dundalk	Modifications for Handicapped Design and Construction	20,000
9	Prince George's	Modifications for Handicapped Design and Construction	30,000
10	Cecil	Modifications for Handicapped Design and Construction	15,011
11	Chesapeake	Modifications for Handicapped Design and Construction	122,062
12	Anne Arundel	Student Center Addition Construction Furniture and Equipment	1,110,800
13	Essex	Library Alterations Design and Construction	145,000
14	Anne Arundel	Library Alterations Design and Construction	505,995
15	Baltimore	Fine Arts Wing Alterations Design	26,600
16	Harford	Fine Arts Alterations Design	24,069
17	Baltimore	Site Development Design and Construction	233,800
TOTAL			$ 3,061,970

IV. SYSTEMWIDE GOALS AND OBJECTIVES

CHAPTER ABSTRACT

This chapter provides the goals and objectives for the State Board for Community Colleges and the community colleges themselves. Also shown in this chapter are the implementation strategies and progress to date in meeting the goals identified in previous years.

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GOALS OF THE STATE BOARD FOR COMMUNITY COLLEGES

GOAL I - TO PROVIDE PLANNING, COORDINATION, SERVICE AND LEADERSHIP IN MAINTAINING A QUALITY COMMUNITY COLLEGE SYSTEM

Objective I.1

Continue to analyze fiscal needs of Maryland's community colleges.

Implementation Strategy

The staff will work with the community college presidents in studying issues regarding community college funding.

Progress

- During the 1980 legislative interim, the Board conducted a comprehensive study of community college finance. Upon recommendation of the Task Force to Study State-Local Fiscal Relationships, the 1981 General Assembly established a new mechanism for distribution of State Aid to Community Colleges.

- During the 1982 legislative session, the General Assembly enacted legislation proposed by the Governor to make 1981 changes permanent.

- During FY 1982, the State Board for Community Colleges established and implemented a computer-assisted model for enrollment and financial forecasting. This planning tool has been set up so that each college can assess fiscal, personnel, and enrollment data concerning the college and experiment with various forecasts.

- During FY 1982, a study was begun that was completed in FY 1983 to review the need for any changes in the State formulas for community college funding.

- During FY 1983, the Board proposed to the Governor, the Department of Budget and Fiscal Planning, and the State Board for Higher Education a major revision of the community college aid formula for implementation in FY 1984.

Objective 1.2

Continue to consult with local community college trustees, presidents, and individual staff members.

Implementation Strategy

The Board and staff will develop linkages and provide assistance to counterparts at the local level.

Progress

- The thirteenth annual Community College Joint Board Meeting developed and sponsored by the Board was held on October 20, 1983. These meetings have become an important forum for exchange of views between the State Board and the local trustees.

- The Board conducted the third annual orientation session for new trustees of local boards on July 27, 1982.

- The Board continues to hold all regular monthly meetings, except those during the summer months and sessions held jointly, on individual community college campuses. This provides Board familiarity with individual campus strengths and weaknesses and the opportunity for campus staff to meet State Board members.

- The State Board for Community Colleges Bulletin continues to be a source of Statewide information for trustees, college staff, and the general public.

- Members of the Board staff continue to work closely with their campus counterparts in the following groups: Community College Presidents, Academic Deans, Occupational Deans, Deans of Students, Deans and Directors of Continuing Education, Business Officers, Personnel Officers, Institutional Researchers, Data Processing Managers, Facilities Planners, and Public Information Directors.

Objective 1.3

Be a source of leadership in the development and use of computer-assisted, data-driven models for college decision making.

Implementation Strategy

Use the Board's management, accountability, and planning systems to assist in community college and State-level decision making.

Progress

- Based on use of the Program Data Monitoring System, the Board and the colleges completed the fifth full cycle of program evaluations in FY 1983.
- A total of more than 6,000 courses were approved for State funding through the Continuing Education Course Review System.
- The fourth annual Discipline Cost Analyses was completed in FY 1983.
- In accordance with statutory provisions and Board guidelines under COMAR, the third complete cycle was undertaken to review community college auditors' management letters during FY 1983.
- The EDUCOM Financial Planning Model developed during FY 1982 was revised with up-to-date information during FY 1983. Individual consultations were held to acquaint staff from various community colleges with the model and to assist them in local campus use.

Objective 1.4

Provide information on the educational and career outcomes of Maryland community college students.

Implementation Strategy

Continue to support computerized information systems to conduct student follow-up studies and publish results of analyses.

Progress

- The State Board for Community Colleges participates in a variety of data collection efforts with the State Board for Higher Education, the Division of Vocational-Technical Education of the State Department of Education, and the National Center for Education Statistics. These efforts include the:
  - Student Enrollment Information System
  - Degree Data System
  - Employee Data System
- The Board continues to sponsor on a continuing basis:
  - Follow-up of entering students
  - Follow-up of graduates
  - Survey of employers of graduates

The resulting information is used in the Program Data Monitoring System and in constructing the Student Goal Achievement Index.

- The Board completed a study during FY 1982 of the characteristics of continuing education students. This study updates findings of a study published in 1980.

- During FY 1983, the Board published a:

  - Monthly Bulletin with inserts on special topics
  - Student Follow-Up Study of Transfer Students
  - Student and Employer Follow-Up Study of Career Development and Job Performance
  - Selected Financial and Enrollment Databook (January 1983)
  - Program Evaluation Report (March 1983)
  - Analysis of Auditors' Management Letters (March and June 1983)

- A Continuing Education Data Tape System, developed and pilot tested during FY 1982, became fully operational in FY 1983.

GOAL 2 - TO EFFICIENTLY AND EFFECTIVELY ADMINISTER THE STATE'S OPERATING AND CAPITAL FUNDS FOR COMMUNITY COLLEGES

Objective 2.1

To administer funds efficiently.

Implementation Strategy

Develop and maintain policies, procedures, and systems to allocate funds and assure accountability in a timely and cost-effective manner.

Progress

- During FY 1983, the Board administered and distributed State operating funds in excess of $59 million. This aid (exclusive of capital funds administered separately by the Board) was provided and the agency maintained at a total cost of approximately 6/10ths of one cent on a dollar. From FY 1978 to FY 1983, the cost has ranged from 6/10ths of a cent to 7/10ths of a cent per dollar of community college aid.

Objective 2.2

To promote staff development and continue emphasis on a small staff.

Implementation Strategy

The Board will continue to enrich staff resources through professional development and job upgrading.

Progress

- Agency personnel in FY 1983 were comprised of seven professional and five support staff. The number of personnel has not changed since FY 1973, when one additional professional staff member was added.

- The Executive Director is evaluated annually by the Board. The Executive Director evaluates the professional staff and provides written assessments to the Board. Support staff are evaluated in accordance with Department of Personnel procedures for classified employees. The evaluation processes have contributed to the effective operation of a small staff.

Objective 2.3

To systematically develop, refine, and use computer-assisted technology as an alternative to increased staff size.

Implementation Strategy

The Board will continue its efforts to make greater use of automated processing.

Progress

- During fiscal years 1980 and 1981, the State Board for Community Colleges achieved the highest percentage reductions of forms under the State's Forms Management System of any agency of State government. The Board had a 10.1 percent reduction in forms during FY 1981 (compared to an overall State government figure of .46 percent). Agency reductions were even more substantial in FYs 1979 and 1980.

- During FY 1982, the State Board for Community Colleges had the second best level of forms reduction in all of State government, being exceeded only by the State Office on Aging.

- Reduction in forms has been accomplished through increased use of the computer. Student and employee data are now collected from the community colleges on data tape. Both administration of State aid and review of continuing education courses are now computerized, as are the discipline cost analysis and program data monitoring.

- The systems currently in use are shown in Appendix C.

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GOALS OF THE COMMUNITY COLLEGE SYSTEM

GOAL I - TO PROVIDE HIGH QUALITY CAREER PROGRAMS, COURSES, AND STUDENT SERVICES

Objective 1.1

Increase access to high quality occupational programs in response to local, regional, and State manpower requirements.

Implementation Strategy

Information about enrollment and graduations in occupational programs, collected annually on State Board for Higher Education and HEGIS forms, stored and edited by computer, and printed on a college and Statewide basis is monitored by the State Board for Community Colleges. This information is supplemented by data from the community colleges Program Evaluation System, Discipline Cost Analysis, Student Follow-Up Studies, and other State Board for Community Colleges Management Information Systems.

Progress

- A Statewide follow-up study of students who graduated in 1980 found:
  - Seventy-six percent of all the graduates were employed, 53 percent full-time and 23 percent part-time. Nine percent reported they were unemployed and the remainder had transferred to a four-year college, had full-time home responsibilities, or were in the military.
  - Forty-seven percent of those employed full-time were working in the same county as their community college and 80 percent were employed in Maryland.
  - Eighty-one percent of those employed full-time were in jobs that were related to their community college training.
- Statewide follow-up study of the employers of the graduates found:
  - Ninety-six percent of the employers rated the community college preparation of these graduates as adequate or more than adequate on performance of job skills; familiarity with equipment; ability to learn new techniques; ability to communicate; and ability to work well with others.
  - Sixty-eight percent of the employers felt that the community college-trained employees were better prepared than employees who had not received community college training.
  - Ninety-seven percent reported they would employ other graduates of the community college program.

The results from this study were analyzed and printed for each community college and Statewide. All follow-up data are stored and analyzed on the computer. Similar studies were conducted on students who graduated from a community college in 1978.

- From 1971 to 1982, occupational program enrollment increased from 11,865 students (25 percent of the total enrollment) to 47,967 students (47 percent of the total community college enrollment).

- In Fall 1982, there were 115 disciplines taught in Maryland community colleges. Of these, 108 were in the career area and seven were in the transfer area. Community colleges offer 396 programs, 98 transfer and 298 occupational.

- Certificates awarded in community colleges have increased from 93 in 1973 to 1,154 in 1982. There were 3,837 associate degrees awarded in occupational programs during FY 1982.

- A variety of specific local community college plans have been implemented to increase occupational program quality. Examples include: enrollment of apprentices in special sections of electronic technical programs, use of facilities of private schools for technical courses, Saturday classes for the convenience of students who are employed, and awarding of credit for appropriate military training in certain occupational programs.

- The Board staff annually reviews all instructional programs. Since development of the system, 230 programs have been evaluated by the community colleges following staff identification and in accordance with the Program Evaluation System.

Objective 1.2

Improve the quality of orientation, advisement, counseling, career development, and placement of occupational students.

Implementation Strategy

The State Board for Community Colleges and the community colleges should continue to review practices in these areas, with the emphasis on making specific services more relevant to the needs of the necessary proportion of occupationally-oriented students.

Progress

- In FY 1983, all community colleges conducted orientation sessions for new students. Occupational deans and directors have been involved in these activities.

- During FY 1983, five community colleges participated in the Career Information System developed and administered by Essex Community College. This computer-assisted system improves the quality of advisement, counseling, career exploration, and occupational choice.

GOAL 2 - TO PROVIDE HIGH QUALITY TRANSFER PROGRAMS, COURSES AND STUDENT SERVICES

Objective 2.1

Continue to provide access to baccalaureate institutions by offering high quality transfer programs.

Implementation Strategy

The State Board for Community Colleges and the community colleges shall use student follow-up data and other indicators of the use, effectiveness, and value of community college degree and certificate programs.

Progress

A Statewide follow-up study was conducted in Spring of 1983 of all students who entered a community college in 1978. The study found:

- Sixty-two percent had achieved their educational goal while at the community college.
- Seventy-six percent of the students whose goal was to transfer had transferred to a four-year college or university.
- Fifty-five percent earned a grade point average at the transfer institution of 3.0 or above.
- Seventy-eight percent lost no credits in transferring, and 90 percent lost fewer than six credit hours.
- Ninety-one percent were satisfied with their preparation for transfer work.
- All seventeen community colleges offer a variety of developmental programs and services that provide quality assistance to students. These services include learning resource centers, courses in oral and written communications, special study skills workshops, math refresher courses, and academic counseling services.

Objective 2.2

Guarantee admission with full junior standing to a public baccalaureate institution to community college graduates of articulated transfer programs.

Implementation Strategy

The State Board will encourage the formulation of Statewide policy and institutional initiatives that support this objective.

Progress

- The State Board for Higher Education approved the following policy on November 1, 1979.

> Students from Maryland community colleges who were admissible to the four-year institution as high school seniors and who have attained an overall 2.0 average in college and university parallel courses shall be eligible for transfer at any time, regardless of the number of credits. Those students who have been awarded the Associate in Arts degree or who have successfully completed 56 hours of credit with an overall 2.0 average, in either case in college and university parallel courses, shall not be denied transfer to an institution. If the number of students desiring admission exceeds the number that can be accommodated in a particular professional or specialized program or certain circumstances exist which require a limitation being placed on the size of an upper division program or on the total enrollment, admission will be on criteria developed and published by the receiving institution, which provides equal treatment for native and transfer students.

- The University of Maryland has articulated all transfer and occupational programs in Maryland community colleges with programs at each of the five campuses of the University.

- The Board of Trustees of State Universities and Colleges in FY 1981 completed and published an Articulation Manual for use by community colleges and each State college or university.

GOAL 3 - TO PROVIDE HIGH QUALITY EDUCATION IN THE ARTS AND SCIENCES

Objective 3.1

Offer a comprehensive array of courses that include natural sciences, literature, history, social sciences, languages, and fine arts.

Implementation Strategy

Community colleges will continue to serve students with a variety of arts and science courses. Proposals for implementation of new programs and requests for program discontinuance should be reviewed for their impact on the breadth and scope of arts and science courses available.

Progress

- All community college degree programs contain a minimum of 15 credit hours of general education.

- Additional arts and science courses are offered in the continuing education area.

GOAL 4 - TO PROVIDE HIGH QUALITY CONTINUING EDUCATION COURSES AND STUDENT SERVICES

Objective 4.1

Provide a diversity of continuing education courses responsive to community needs within the college service area.

Implementation Strategy

The State Board for Community Colleges reviews the title, description, and objectives of each continuing education course submitted for State aid. If a course is determined not to be eligible for State funding, it is not subsidized by the State. These courses may be self-supporting through student fees or partially funded by the local political subdivision. Records for each course and its enrollment are computerized for efficient access and analysis of data.

Progress

- During FY 1982, 6,713 continuing education courses were eligible for State aid. These courses enrolled 141,103 citizens. Three hundred thirty courses were offered exclusively for senior citizens and 136 courses were offered for handicapped persons.

- A Maryland Community College Continuing Education Manual was published in 1977 and revised in FY 1983. The manual describes policies and procedures for continuing education course approval.

Objective 4.2

Provide for the systematic collection and anslysis of continuing education enrollment data.

Implementation Strategy

Develop standard computer programs for analyses of continuing education student data and implement a computer tape submission process for reporting continuing education data to the State.

Progress

- During FY 1983, the continuing education student data tape was implemented. During FY 1982, the system was developed and pilot-tested for uniform collection of continuing education enrollment information and for reporting to the State in data tape format.

- Effective July 1, 1982, all community colleges began reporting continuing education enrollments in the new format. The information will be used for descriptive demographic purposes as well as for administration of State aid.

GOAL 5 - TO PROVIDE EQUAL ACCESS TO COMMUNITY COLLEGE PROGRAMS AND SERVICES

Objective 5.1

Reflect the same racial composition in enrollment that exists within the community college service area.

Implementation Strategy

In FY 1980, the Maryland State Board for Higher Education adopted a Plan To Assure Equal Postsecondary Educational Opportunity 1980-1985. The State Board for Higher Education targets for community colleges state that undergraduate enrollment shall be the continuation of parity in the proportion of black and white high school graduates enrolling in public higher education institutions in the State; the proportion of the first-time full-time freshmen enrolled in each community college who are black shall be (or continue to be) at least equal to the proportion of public high school graduates in the service area who are black; the racial composition of the part-time enrollment in each community college shall reflect (or continue to reflect) the racial composition of the community college service area; and there shall be parity in the proportion of black and white students transferring from community colleges to four-year institutions who have completed the associate degree in a transfer program or who have earned 56 credit hours.

Progress

- The State Board for Community Colleges is presently involved with the State Board for Higher Education in reviewing current practices and making recommendations regarding student financial aid programs.

- All seventeen community colleges have adopted formal programs of affirmative action insuring equal educational and employment opportunities.

- Community colleges systemwide moved from 9.9 percent total black enrollment in Fall 1970 to 17.8 percent in Fall 1982 (an increase of 7.9 percentage points over the twelve-year period).

- Full-time black enrollment in Fall 1982 (20.9 percent of total full-time enrollment) exceeded the 1980 Statewide goal of 17.4 percent set in the 1974 Maryland Desegregation Plan.

Objective 5.2

Continue to attract an increasingly diverse student population.

Implementation Strategy

Information about the age, sex, and part-time status of students collected on State Board for Higher Education and HEGIS forms, stored and edited by computer, and printed on a college and Statewide basis is monitored by the State Board for Community Colleges.

Progress

- Part-time student enrollment increased from 49 percent of the total community college enrollment in 1970 to 70 percent in 1982.
- In 1970, females accounted for 38 percent of the total enrollment while in 1982 females constituted 60 percent, thereby exceeding the State's proportion of 52 percent females in the total population.
- Senior citizens are continuing to take advantage of the 1974 legislation which provides that local boards of trustees may establish policies allowing senior citizens to enroll tuition-free at their community college. In Fall 1982, 2,449 senior citizens enrolled in credit courses at the community colleges. An additional 39,106 enrolled in continuing education senior citizen courses.
- Developmental programs to improve English and mathematical skills for those nontraditional students who need them are offered at each community college. The diverse student population at the community colleges necessitates many different types of programs and services. Some examples of community college services include off-campus programs, re-entry programs for women, seminars for senior citizens, day care centers for children of students and faculty, special programs tailored to the needs of the handicapped members of the community, and cultural and service programs for the community at large.

GOAL 6 - TO OPERATE EFFICIENTLY WITHOUT IMPAIRING THE QUALITY OF PROGRAMS AND SERVICES OFFERED

Objective 6.1

Seek continued improvement in the effectiveness and efficiency of community college instructional programs.

Implementation Strategy

The State Board for Community Colleges monitors these developments through its review procedures and its management information systems (institutional evaluation, program evaluation, discipline cost, continuing education, and college management letter analyses).

Progress

- The Instructional Program Manual (1979) was jointly developed by the community colleges, the State Board for Community Colleges, the Division of Vocational-Technical Education and the State Board for Higher Education. The manual provides guidelines and procedures for review and evaluation of community college instructional programs.

- All community colleges participate in the annual follow-up studies designed to assist in evaluating their occupational and transfer programs.

- The State Board for Community Colleges has implemented the Program Data Monitoring System. The system shows enrollment, program completions, student follow-up data, and discipline costs. The purpose of the system is to help colleges and the State Board for Community Colleges evaluate the quality of career programs.

- In FY 1983, 48 programs were evaluated in accordance with the Program Evaluation System. These programs included Media/Communications Technology at each community college.

- As a result of program review by the colleges, many programs were improved, 17 were inactivated, and 50 were discontinued.

Objective 6.2

Determine the most efficient means of allocating available resources for the operation of Maryland community colleges.

Implementation Strategy

A Discipline Cost Analysis System developed jointly by the colleges and the State Board for Community Colleges is being used to determine discipline costs for each institution. These data are used by the Board in its studies of funding models for community college operating budgets.

Progress

- Sixteen community colleges submitted cost analysis information for FY 1983 to the State Board for Community Colleges.

- As an ongoing project, the State Board for Community Colleges conducts institutional post-audit analyses on the basis of established policies and guidelines.

- The Statewide Discipline Cost Analysis System is computerized to give the colleges comparative data.

- Standard software was developed by the State Board for Community Colleges to allow each college to computerize the Discipline Cost Analysis System and submit the cost analysis reports on computer tape.

The programs enable each campus to generate a variety of optional reports for internal management.

- A manual describing the Discipline Cost Analysis System was completed and a workshop was conducted on the use of the manual.

- An inventory of courses offered at each campus was computerized and a common taxonomy was utilized to facilitate comparison of discipline costs.

GOAL 7 - TO PROMOTE ECONOMIC DEVELOPMENT THROUGH PROGRAMS AND SERVICES FOR MARYLAND BUSINESS AND INDUSTRY

Objective 7.1

Develop courses designed to meet specific education and training needs.

Implementation Strategy

A major study of business and industry training needs was conducted by the State Board for Community Colleges.

Progress

- The results were published during FY 1983.

- The Executive Director serves as a member of the Governor's Employment and Training Council.

- The Board and the colleges participate in the activities of the State Apprenticeship and Training Council.

- The Board actively participates with local private industry councils and the Department of Community and Economic Development.

Objective 7.2

Develop courses to provide technical assistance to local businesses.

Implementation Strategy

Community colleges will develop courses serving economic development efforts.

Progress

- Community colleges are continuing to develop courses for Maryland business and industry.

- Community colleges have developed local linkages with economic development committees as well as business itself.

V. CRITICAL AREAS TO BE ADDRESSED

CHAPTER ABSTRACT

Previous chapters have shown the origins of Maryland's system of public two-year colleges, how the institutions developed, and the current status of their operations as a major component of the State's higher education network. In this chapter, the focus is less on the specific functions performed by the community colleges and more on overall strengths.

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CURRENT STRENGTHS OF MARYLAND'S COMMUNITY COLLEGES

STUDENT GOAL ACHIEVEMENT

Maryland community colleges help their students to reach their own identified educational goals. Many higher education institutions attempt to judge their educational effectiveness from the success of their graduates in meeting personal and societal goals. However, few institutions pursue a systematic and continuing process for the collection of student outcome data. A system for continuous follow-up of entrants, graduates, and employers of graduates is necessary.

Maryland community colleges have developed an effective system for the collection, analysis, and reporting of student outcomes. Since 1974, the State Board for Community Colleges, in conjunction with the seventeen institutions, has conducted follow-up studies of both graduating and non-graduating students. Follow-up surveys of students who entered a community college in 1971, 1972, 1974, 1976, and 1978 have been conducted four years after the students entered the college. Studies of graduates and employers have been conducted in intervening years.

During the current year, the Board published two reports of recent student follow-up research. The Board uses the data as an important part of its Program Evaluation System. In addition, the results are used to construct a Student Goal Achievement Index (SGAI) for each of the community colleges and for the system as a whole.

COMPETENCE OF FACULTY

In the Statewide follow-up studies of all students entering a community college, former students are asked to rate their satisfaction with various aspects of college life. The highest ratings consistently are given to "overall quality of instruction." At one community college, graduates were asked, What was the one thing most helpful in completing your program? Faculty were mentioned far more often than any other factor. A recent Statewide follow-up study reconfirms students' high esteem of faculty

and program quality at the community colleges. Both graduates and those who had not completed a degree reported that they were satisfied with the quality of instruction in their program (94 percent). A competent faculty is an important strength because excellence in teaching is one of the most important goals of the community college system in Maryland.

STRONG LOCAL SUPPORT

Community colleges are the only institutions of higher education in Maryland that receive a proportion of their operating expenses from both State and local governments. They are truly institutions serving Statewide, regional, and local citizen needs. Local government officials, as well as the citizens served, value their community colleges and support them with their efforts and their funds. Hundreds of persons serve without pay on governing boards, advisory groups, and committees. Most counties provide substantially more than the percentage of operating expenses required by law. Since 1961, the sponsoring political subdivisions also have paid for approximately half the cost of capital construction expenses, with the local capital contribution being in excess of $100 million.

In addition, men and women in each political subdivision have supported community colleges through their attendance and tuition which provides approximately 25 percent of each college's revenue. The proportion of Maryland's students choosing a community college has grown so that now about two-thirds of all freshmen and sophomores in Maryland's public colleges are enrolled in community colleges. Local support is important because, in the Maryland system of shared governance and financial support of public two-year colleges, none of the community college goals could be achieved without it.

WIDE GEOGRAPHICAL ACCESS

Educational opportunities are offered by Maryland community colleges at convenient times and places. This factor has much to do with the success of the community college movement in the State. Twenty-three of the 24 political subdivisions in Maryland are served by a community college. Over 99.5 percent of the State's population live in these counties and Baltimore City. Courses are offered during the day, during the evening, on weekends, over standard 15-week semesters, and over shorter periods.

Reaching beyond the campuses, community colleges offer credit and continuing education courses at satellite locations throughout their respective service areas. Off-campus facilities include public school buildings, factories, government buildings, and a variety of community facilities. Geographical access has been an important objective in support of the community college goal of equal access. It puts the community college offerings where the people are and at hours that working people have available for college attendance.

QUALITY FACILITIES

All of Maryland's community colleges that have elected to maintain their own facilities now operate on their own campuses. Wor-Wic Tech Community College, a regional community college serving the Lower Eastern Shore, has chosen not to have a

campus but rather to operate as a "college without walls." During the past ten years, many community colleges have expanded and modernized their campus facilities. In addition, during this period two entire campuses have been built. The downtown Harbor Campus of the Community College of Baltimore opened in Fall 1976 and the Germantown Campus of Montgomery College opened in Fall 1978.

Over the years, community colleges have operated in a variety of public and private facilities. Satellite centers still perform a major outreach function in extending college services. However, appropriate physical facilities on campus are important because excellence in instructional offerings, especially in the high technology areas, requires up-to-date equipment and facilities if high levels of student goal achievement are to be maintained. The State's citizens choosing to attend community colleges deserve the same high level of facilities that Maryland traditionally has provided those who attend public four-year institutions.

DIVERSE AND RESPONSIVE COURSES OF INSTRUCTION

There is an extremely wide variety in type, level, and content of community college instruction. This diversity encompasses credit programs as well as noncredit continuing education courses designed to meet the needs of each local community--comprised of citizens, government, business, and industry. Community colleges offer credit instructional programs in a total of 571 program areas and over 6,000 noncredit continuing education courses.

In addition to the transfer programs offered at all community colleges, more than 108 different occupational programs are available. In large part due to the State-local partnership in support of community colleges, the institutions have been able to react quickly and relevantly to the needs of the local areas with offerings ranging from Coal Mining Technology in Western Maryland to Nautical Science in Southern Maryland to Marine Maintenance Technology on the Eastern Shore.

Community college continuing education courses provide a wide range of subjects for part-time and returning students. Continuing education courses, because of their flexible structure and format, have been one of the fastest growing areas of community college instruction. Diverse and responsive courses of instruction are important because the community college mission includes a commitment to serving local needs through a wide range of high-quality instructional delivery systems.

With a growing number of older, employed students, community colleges have expanded class schedules to meet the needs of this previously underserved group of citizens and taxpayers. The success of the community colleges in meeting the needs of these individuals can be measured by the finding that community colleges currently enroll appproximately 69 percent of all part-time undergraduates in Maryland higher education institutions.

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EMERGING POLICY AREAS REQUIRING STUDY

One of the most important roles of community colleges over the past 20 years has been that of provider of career or occupational programs designed for immediate employment of students. During the past year, given the state of the national economy, there have been federal and State initiatives. Job training and retraining have become a major federal and State priority.

The magnitude of what is needed is immense. The Maryland community colleges have the capability to provide skills training for the unemployed. The largest challenge will be to provide adequate funding to meet the magnitude of problems in the job training arena. For this reason, all of the emerging areas highlighted in this chapter relate to this theme.

What to do with citizens who lack the basic skills to be reasonably employed in a society that is more complex and technological day-by-day has become a national concern. The current reality is an American society needing ever greater intellectual skills at a time when the demonstrated performance level of students leaving school is showing a constant decline, or at its best level mediocrity. The problem is everywhere, and the issues are debated in the halls of government as well as in educational institutions.

Many tasks confront the comprehensive community college. In October 1982, the Congress enacted and the President signed the Job Training Partnership Act (JTPA), Public Law 97-300. The federal enactment was designed to replace and succeed the Comprehensive Employment and Training Act (CETA), which for a decade was the major national program of jobs and job training. CETA had been the successor program to the initial federal effort in this area--the Manpower Professions Development Act (MPDA).

During the course of the regular 1983 session of the Maryland General Assembly, the State Legislature took a number of actions to propel the State of Maryland into the forefront in job training/retraining. Two of these measures are of particular importance in the context of community college instructional programs.

In enacting the Maryland Job Training Partnership Act (MJTPA), 1983 House Bill 1226, the General Assembly provided for the distribution of authority and funding of job training in Maryland. One specific aspect of the legislation is the designation of the role of community colleges as the primary public sector for training and retraining of the State's manpower pool. Also provided is a program of tuition remission in the community colleges and proprietary institutions for unemployed citizens. Funds for the program may be allocated from federal and/or State JTPA resources.

The second action of the State Legislature in 1983 regarding employment and training was the creation, at the request of the Governor, of a new cabinet-level department (1983 Senate Bill 538). The State Department of Employment and Training was given statutory responsibility to coordinate labor and educational functions presently dispersed over a variety of existing State agencies, principally the Maryland Department of Human Resources, the Department of Licensing and Regulation, and to a lesser extent the Department of Economic and Community Development.

The new department will contain the entire Employment Security Administration, with its thirteen regional offices Statewide. The Department of Employment and Training will become fully operational in October 1983.

The mandate to the new department is to work with existing State manpower training instrumentalities. Specifically named in the statute in this regard, and discussed at length during the session, is the community college system. The State's community colleges have been actively involved with CETA, with local economic development commissions, with the State's employers, with the Maryland Industrial Training Program, and with the network of local vocational-technical centers at the secondary level. Their role working with the new department will be to continue this cooperation and develop new potentials.

Maryland's estimated share from the federal government in the program's first Federal Fiscal Year (FFY 1984) is considered to be in excess of $45-million, depending on the aggregate national figure proposed by the President, authorized in the budget, and ultimately appropriated to the U. S. Department of Labor. With this sum being available to State and local governments in Maryland, there will be significant opportunities to provide training services.

With the additional responsibilities for the community colleges, it should be clear that additional funding requirements will be necessary. Community college enrollments increase when people cannot find jobs. They seek new job skills or upgrade old ones.

The Maryland State Board for Community Colleges has a statutory responsiblity to identify problem areas and propose solutions for adoption by the Governor and General Assembly. Policymakers at all levels in Maryland should be aware that community colleges are the most readily available and suitable vehicles for large-scale training efforts. The colleges are capable and ready to promote the State's interest in economic development through manpower training.

However, as the public demands additional costly services from community colleges, greater levels of funding must be made available. Community colleges cannot be expected to do even more with proportionately less in the future.

THE NEED FOR NEW STRATEGIES TO ADDRESS CRITICAL MANPOWER TRAINING AND RETRAINING AREAS

The economy of this State is rapidly changing. A major study of Maryland manufacturers published by this Board in June of 1982 bears out this fact. Employment in manufacturing, which has been a large and important sector of the economy, is declining in Maryland, as it is in many other states and regions. The decline of heavy industries will have major repercussions, not only because such industries are extremely labor-intensive but because they have been shown to have a significant multiplier effect in terms of necessary suppliers and transportation capabilities.

In place of heavy industry, the State has relied on the attraction and expansion of the high technology and service industries. While such industries by their essential nature bring fewer negative side effects, such as air and water pollution and hazardous waste disposal problems, they also carry a need for a smaller workforce. Being highly automated, fewer employees with a different job skills mix are required.

In a very short period of time, a substantial portion of Maryland's current unemployment has become "structural" rather than "cyclical." That is, many jobs will not return when the economy regains strength. In part due to worldwide economic conditions and international tariff policies, a large number of jobs in heavy industry are being exported to developing countries that can compete more efficiently due to a low wage base.

In January of 1983, for example, the U. S. Department of Labor granted petitions by workers at both Bethlehem Steel (steel plant and shipyard) and Armco Steel for trade readjustment benefits under the Trade Act of 1974. Because these unemployed individuals have been determined to be "workers adversely affected" by the trade policies of the United States, they are eligible for special retraining benefits.

Following federal certification of adverse impact, 1,724 claims for benefits were filed during the first week of eligibility. At present, over 5,000 individuals have applied for benefits. These are individuals, principally in one industry, who are not likely to ever again be employed in their present occupation. It is such individuals who, if they are to be productive members of society, need retraining. Certainly, being from a single industry, they represent only a small percentage of the unemployed needing retraining.

A major part of the retraining needs, however, are currently manifested by former workers in two principal Maryland industries--steel and automobile assembly. In these two industries the present situation is compounded by the historically high wages these employers have paid. Federal regulations, for example, require that retraining provide a reasonable expectation that trainees will attain a wage base at the level of 80 percent of their former level following completion of training. Fields offering such wages are in extremely short supply.

Community colleges can help by (1) restructuring current offerings to accommodate presently unemployed workers; (2) developing new programs in expanding areas; and (3) providing assessment, diagnostic, and career planning services to allow individuals to make reasonable new career choices. Many programs and services are already in existence, but new emphasis will need to be placed on coordination of current offerings and implementation of new programs and services.

THE NEED FOR DEVELOPMENT OF NEW LINKAGES WITH RECENTLY DEVELOPED STATE MANPOWER TRAINING ENTITIES

As previously indicated, a series of new State and local entities in the job training arena are scheduled to come into being in FY 1984. Some of these entities are mandated by the federal and Maryland JTPAs, and others will develop from creation of a Maryland Department of Employment and Training.

A important role will be played by the new Governor's Employment and Training Council (GETC). Having been appointed by the Governor in April of 1983, members of the Council have just begun to lay the groundwork for the development of recommendations.

As an early action, the GETC must recommend to the Governor the bounds of the local Service Delivery Areas (SDAs), which are likely to differ from those of the CETA Prime Sponsors. As with CETA, each SDA will have a Private Industry Council (PIC) to determine local policies and funding priorities in accordance with general State policy.

The GETC will need to recommend a State plan for implementing the legislative intent of the JTPA. Subsequently, it will be required to recommend to the Governor the State action on the plans of each of the SDAs.

Community colleges are already involved in the activities of the GETC. The Executive Director of the State Board for Community Colleges was among the initial gubernatorial appointees to the GETC, along with representatives of government, education, business, and labor. It is expected that representatives of the respective community colleges will be appointed to serve on the PICs in each of the designated SDAs.

As the new cabinet-level department comes into being later in 1983, it is expected that additional linkages will be developed with the appropriate staff of the department. The scope of the new department is large, combining functions now performed by various State agencies. Relationships already exist with a number of these present functions, such as apprenticeship training, industrial training, employment security, and occupational licensure. What will be necessary is a State-level community college review of the new functions assigned to the department and the development of articulation with the new configuration of training services. This review should be initiated and completed as rapidly as possible following the creation of the department.

THE RELATIONSHIP OF EXISTING COMMUNITY COLLEGE FUNCTIONS TO THE NEW STATE AND FEDERAL JOB TRAINING PARTNERSHIP ACTS

Much of the discussion immediately preceding and following the enactment of the federal and Maryland JTPAs made explicit reference to programs and services already performed by community colleges. It is recognized that community colleges are the major public providers of training and retraining activities for the State's adult population.

It is true that many programs and services had been developed by community colleges before the advent of JTPA. It likewise is true that community college programs have been documented to contribute in a major way to the economic base of the State and its political subdivisions.

As community colleges place more emphasis on comprehensively serving the employment needs of the State's communities, the need for new programs and services will quickly develop. State and local officials must be alerted to the additional resources that may be necessary to carry out the new responsibilities. A large portion of the funds necessary to accomplish the task will be provided by the federal government. However, additional State and local resources will need to be allocated as a match for the federal funds.

THE USE, COST, AND EFFECTIVENESS OF NEW INSTRUCTIONAL FORMATS ATTUNED TO IDENTIFIED MANPOWER TRAINING NEEDS

Community college instructional offerings are recognized to be diverse. Nonetheless, it also remains true that most credit offerings are structured on a traditional format, with semesters consisting of 15 weeks of instruction. Most Maryland colleges and universities operate on this academic calendar.

Some of the occupational training that community colleges offer is in the credit area and some in noncredit continuing education. The exact division of functions differs locally, based on history, tradition, and local philosophy. Noncredit offerings will be easier to restructure to meet the constraints of unemployed individuals and the requirements of the JTPA rules and regulations.

It is more difficult to fully understand how credit degree and certificate programs may need to be restructured to provide the occupational content within more flexible space and time parameters. For example, one Maryland county that has taken a particular lead in developing occupational training centers in conjunction with the community colleges has elaborated a methodology based on open-entry, open-exit, competency-based instruction. Students enter at any time, proceed at their own pace, and leave whenever they can document that they have achieved mastery of the prescribed job skills.

Such an approach is very different from that typically provided in a credit occupational program on most community college campuses. Were the approach to be adopted on a large scale--as is likely with emergence of new training programs--issues of State aid based principally on measures of time in the classroom may need to be rethought.

The open-entry, open-exit format is likely to be replicated in many places and with good reason. It is an effective, individually-paced method of instruction that comports with the needs of many adults. With unemployment benefits expiring, many people may not be willing to wait until the start of a new semester. They need services now, and if community colleges do not provide them, these individuals will go elsewhere. A major commitment to resolution of this problem will need to be faced by Maryland's community college system.

THE INCREASING NEED FOR COMPREHENSIVENESS IN COMMUNITY COLLEGE INSTRUCTIONAL PROGRAMS

With the emphasis being placed in so many quarters on the need for training, it is easy to lose sight of the fact that community colleges have always expounded the view that training is only one part of education. A person, if he or she is to function in a democratic society, must learn not only how to earn a living but also how to live.

Community colleges offer technical content, but they also consciously structure their programs to equip individuals to communicate effectively, to appreciate our cultural heritage, to understand human behavior, and to operate personally and professionally within a framework of socially-accepted values. These goals are accomplished, in part, through distributional requirements for course work in the arts and sciences, social sciences, and humanities, as well as the provision of a well-developed program of student cocurricular activities.

The community colleges should insist on comprehensiveness in their educational mission. While stress can and should be placed on the acquisition of job-related skills, the liberalizing value of a well-rounded education would be disregarded only at great risk to society. To meet the needs of a new clientele, general education may need to be structured in a new way in order to fit with new occupational training formats. But community colleges must insist that full credence be given to the value of a liberal education as a part of every community college program.

THE DEVELOPMENT OF NEW MECHANISMS FOR THE COMMUNICATION OF THE COMPREHENSIVE COMMUNITY COLLEGE MISSION

As Maryland community colleges assume new occupational training activities, there is bound to be some discernible amount of public confusion over the changing mission of the comprehensive public two-year institution. To capitalize on the best of what community colleges historically have offered as well as capture the essence of the new activities, community colleges will need to devote intensified attention to public interpretation activities.

Public support of the community college movement in Maryland has been identified in this Plan as one of the major strengths that has advanced the role of the institutions. With the addition of new and important responsibilities, it must be assured that the base of public support is maintained and expanded. This will require that each community college review and revise its statement of mission and communicate its enlarged scope to the public in appropriate ways.

One community college has initiated research into specific new mechanisms for communicating the community college mission, particularly to chief executive officers of business and industry. The effort uses a multimedia approach combining text, voice, and slides. Using such an approach, the interested layman cannot only read about community colleges but also see and hear what it is the institution does. Other community colleges may wish to make more extensive use of a multimedia approach to communication of the expanded institutional mission.

Furthermore, the system as a whole must undertake a coordinated series of activities to communicate the broadened mission to the Executive and Legislative branches of government and to the public at large. The State Board for Community Colleges has already begun two activities to serve this need and others will be developed subsequently.

The first activity is the development and use of a new image for communication of the community college mission. Using a uniform visual projection, the phrase is, "Community colleges work for a quarter million Marylanders." The overall theme will be used in a series of related publications during the year ahead.

A Fall 1983 State Conference on Employment and Training is planned. Focusing on the community college role, the November 10, 1983 conference will bring together leaders of government, education, business, and labor in the Baltimore Convention Center. In addition to exhibits by each community college, the program will feature major presentations by a variety of individuals on the conference theme.

This Statewide conference is expected to have an impact not only on those in attendance but, through the media, to a large segment of the citizens of Maryland. The systemwide impact will be enhanced and complemented by activities undertaken locally by each individual community college.

THE NEED TO MAINTAIN MODERN EQUIPMENT REQUIRED IN TRAINING INDIVIDUALS FOR A TECHNOLOGICAL SOCIETY

American technology is changing at an increasingly rapid rate. Maryland's community colleges are planning and implementing new programs designed to meet

these changing occupational requirements. To effectively educate and train Maryland citizens for the new technological society, it is essential that modern equipment be maintained for that purpose. To that end, funding levels must be adjusted realistically so that community colleges can keep pace with the emerging technological needs and secure up-to-date equipment.

VI. INSTITUTIONAL PLANS, PROJECTIONS, AND RESOURCE REQUIREMENTS

CHAPTER ABSTRACT

This section provides a brief overview of the present status and future growth of the individual Maryland community colleges in enrollment, programs, facilities, and expenditures. Current program offerings for each institution are identified, followed by a listing of proposed new programs to be introduced over the next five-year period.

For facilities planning purposes, enrollment data are summarized for full-time day equivalent students. Enrollment data are followed by a listing of existing campus facilities and projections of annual space needs for each institution through FY 1988. Projected State capital construction costs are limited by the current bond maximum per full-time day equivalent student and the community college facilities guidelines.

The proposed introduction of new programs and facilities requirements for each institution is updated annually. These data serve as the basis for projecting resource requirements, as well as for the review of program proposals by the State Board for Community Colleges.

ALLEGANY COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title
5001-01	Business Training
5003-01	Finance Associate
5004-08	Merchandising
5005-01	Secretarial Science
5103-01	Data Processing Programmer
5104-01	Data Processing Operator
5202-01	Dental Assisting
5209-01	Nursing, Practical
5306-01	Automotive Technology
5311-01	Electromechanical Technology
5503-01	Early Childhood Education
5505-01	Criminal Justice Training

Present Programs - Associate Degree

HEGIS Code	Title
4910-01	Arts & Sciences Area
4920-01	Biological & Physical Sciences Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5001-01	Business Technology
5003-01	Finance Associate
5004-08	Merchandising
5005-01	Secretarial Science
5008-01	Media Technology
5101-01	Data Processing Technology
5203-01	Dental Hygiene (Statewide)
5205-01	Medical Laboratory Technology
5208-01	Nursing, Registered
5215-01	Respiratory Therapy (Statewide)
5216-01	Mental Health Technology
5306-01	Automotive Technology
5311-01	Electromechanical Technology
5403-01	Forest Technology (Statewide)
5503-01	Early Childhood Education
5505-01	Criminal Justice
5506-01	Recreation Leadership

Projected Programs

Title	Estimated Enrollment
Fall 1984	
Systems Maintenance Technology	15
Computer Maintenance Technology	25
Dietary Technology	25
Microprocessor Technology	25
Robotics	25
Fall 1985	
Legal Assistant	20
Electrical Engineering Technology	25
Mechanical Engineering Technology	25
Physical Therapy Technology	25
Occupational Therapy Technology	25

Fall 1986 - Fall 1988

Sanitary Technology
Construction Trades
Coal Mining Technology
Physician's Assistant
Surgical Assistant
Heavy Equipment Operator
Emergency Medical Technology

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	960	952	944	936	928	920

Humanities	
Administration & Library	
College Center	
Science	
Automotive Technology	
Careers Center	
Continuing Education Center	
Physical Education & Pool	
Services	
Total existing NASF	209,554

Total State funds expended FY 1961 to date $ 3,592,882

Projected Bond requirement FY 1983-FY 1988 $ - 0 -

ALLEGANY

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Actual FY 1982	Budgeted FY 1983
Net Current Unrestricted Expenditures	$ 3,832,530	$ 4,227,963	$ 4,737,416
Percent of Distribution by Function			
Instruction	57%	55%	56%
Instructional Resources	5	5	5
Student Affairs	5	6	5
Plant Operation and Maintenance	12	13	12
General Administration	14	17	14
General Institutional	6	5	7
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	77%	74%	74%
Contracted Services	7	6	5
Supplies and Materials	5	6	5
Communications	2	2	2
Conferences/Meetings	1	1	1
Grants/Subsidies	-	-	-
Utilities	5	5	6
Fixed Charges	1	1	1
Other	1	5	6
Furniture and Equipment	1	4	1
Exclusions for State Aid Purposes	-	(5)	-
Total	100%	100%	100%
Net Cost per FTE	$2,157	$2,313	$2,493

NOTE: Due to rounding, percentages may not add to 100%.

ANNE ARUNDEL COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5001-01	Business Management	5299-10	EMT-Paramedic (Statewide)
5004-08	Retail Management	5310-01	Electronics
5005-01	Secretarial Science	5315-01	Mechanical Engineering Technology
5012-01	Music	5505-01	Police & Security Administration
5101-01	Electronic Data Processing		
5214-01	Medical Assisting		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5101-01	Electronic Data Processing
4920-01	Biological & Physical Sciences Area	5208-01	Nursing, Registered
4940-01	Engineering Area	5214-01	Medical Assisting
4950-01	General Studies Area	5216-01	Human Services
4960-01	Teacher Education Area	5299-10	EMT-Paramedic (Statewide)
4970-01	Business Administration Area	5304-01	Architectural Technology
5001-01	Business Management	5310-01	Electrical Engineering Technology
5002-01	Financial Accounting	5315-01	Mechanical Engineering Technology
5004-08	Retail Management	5505-01	Law Enforcement
5005-01	Executive Secretarial Science		
5008-01	Multi-Media Technology		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1984		**Fall 1985**	
Computer Technology	20	Para-legal Studies	20
Childhood Development/ Day Care	30	Construction Technologies	30
Interpreting for the Deaf	30	Hospitality/Tourism Management	40
Nuclear Protection Technology	20	Medical Transcription	20
Medical Laboratory Technology	20		

Fall 1986 - Fall 1988

Communications Equipment Technology
Physician's Assistant
Government Services

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Life and Physical Sciences
Mathematics
Military Sciences
Physical Education
Psychology
Public Administration
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	3,103	3,161	3,218	3,275	3,332	3,389
Administration							
Humanities							
Science							
Careers Center							
Library							
Student Center							
Theater Arts							
Physical Education & Pool							
Central Plant							
Total existing NASF	209,420						
Classrooms Building		7,540					
Physical Plant Addition		3,740					
Student Center Addition			17,799				
Physical Education Addition							8,000

Library Alterations; Modifications for Handicapped

Total State funds expended FY 1961 to date	$ 7,808,564
Projected Bond requirement FY 1983-FY 1988	$ 2,403,605

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Actual FY 1982	Budgeted FY 1983
Net Current Unrestricted Expenditures	$10,795,469	$12,526,444	$13,640,990
Percent of Distribution by Function			
Instruction	61%	59%	59%
Instructional Resources	10	10	10
Student Affairs	6	6	6
Plant Operation and Maintenance	13	13	13
General Administration	7	8	8
General Institutional	3	4	3
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	85%	82%	83%
Contracted Services	5	6	5
Supplies and Materials	3	3	2
Communications	1	1	1
Conferences/Meetings	1	1	1
Grants/Subsidies	-	-	-
Utilities	4	4	5
Fixed Charges	1	1	-
Other	-	1	1
Furniture and Equipment	1	1	1
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,252	$2,422	$2,574

NOTE: Due to rounding, percentages may not add to 100%.

COMMUNITY COLLEGE OF BALTIMORE

PROGRAMS

Liberty Campus

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5005-01	Office Skills	5503-04	Special Education Assistant
5202-01	Dental Assisting	5508-01	Public Sector Administration
5211-01	Operating Room Technician	5599-01	Legal Assistant
5404-01	Dietetic Assistant	5599-02	Gerontology

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5203-01	Dental Hygiene (Statewide)
4920-01	Biological & Physical Sciences Area	5204-01	Dental Laboratory Technology
4930-01	Humanities & Social Sciences Area	5208-01	Nursing, Registered
4940-01	Engineering Area	5213-01	Medical Records Technology
4950-01	General Studies Area	5215-01	Respiratory Therapy Technology (Statewide)
4960-01	Teacher Education Area	5216-01	Mental Health Technology
4970-01	Business Administration Area	5219-01	Physical Therapy Assistant (Statewide)
5002-01	Accounting	5404-01	Dietetic Technology
5004-01	Business Administration	5503-01	Early Childhood Education
5005-01	Secretarial & Office Sciences	5506-01	Recreation Leadership
5008-01	Mass Communications	5508-01	Public Sector Administration
5012-05	Commerical Art	5599-01	Legal Assistant
5103-01	Data Processing & Computer Science	5599-02	Gerontology

Harbor Campus

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5003-01	Banking & Finance	5306-01	Automotive Technology
5004-01	Business-Real Estate	5309-01	Urban Traffic & Transportation Technology
5004-07	International Trade (Statewide)	5310-01	Electronics Technology
5005-01	Office Skills	5317-01	Construction Technology
5012-02	Fashion Design Interior Design	5317-02	Heating, Air Conditioning, & Refrigeration
5299-01	Emergency Medical Service	5508-01	Public Sector Management
5303-01	Drafting Technology		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5299-01	Emergency Medical Service
4920-01	Biological & Physical Sciences Area	5303-01	Drafting Technology
		5306-01	Automotive Technology
4930-01	Humanities & Social Sciences Area	5309-01	Urban Traffic & Transportation Technology
4940-01	Engineering Area	5310-01	Electronics Technology
4950-01	General Studies Area	5317-01	Construction Technology
4960-01	Teacher Education Area	5317-02	Heating, Air Conditioning, & Refrigeration
4970-01	Business Administration Area		
5002-01	Accounting	5399-01	Plant Engineering Technology
5003-01	Banking & Finance	5407-01	Science Technology
5004-01	Business Administration	5501-01	Urban Development Assistant
5004-07	International Trade (Statewide)	5501-03	Government Service Assistant
		5505-01	Public Safety Administration
5005-01	Secretarial & Office Sciences	5506-03	Human Services Assistant
5010-01	Hospitality Management	5507-01	Fire Protection Technology
5012-02	Fashion Design	5508-01	Public Sector Management
5012-03	Interior Design		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1984		Fall 1985	
Dental Office Manager	20	Dietetic Technician	15
Learning Resources Manager	30	Health Sciences Management	20

Fall 1986 - Fall 1988

Energy Technician

Water & Waste Water Technician

CONTINUING EDUCATION

Subject Areas

Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Life and Physical Sciences
Physical Education
Public Administration
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	4,075	3,973	3,872	3,771	3,669	3,567

Liberty Campus

Administration-Classrooms
Student Center
Science & Allied Health
Library
Physical Education
Total existing NASF 212,020

Library Alterations; Business Wing Alterations; Site Development; Campus Building Alterations; Parking Deck

Total State funds expended FY 1961 to date $ 3,018,860

Projected Bond requirement FY 1983-FY 1988 $ 5,244,764

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Harbor Campus

Administration-Humanities-
Library-Science-Assembly-
Student Services Center
Careers Center
Total existing NASF 113,750

Total State funds expended FY 1961 to date $ 7,025,665

Projected Bond requirement FY 1983-FY 1988 $ - 0 -

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Actual FY 1982	Budgeted FY 1983
Net Current Unrestricted Expenditures	$12,596,826	$13,176,048	$11,950,699
Percent of Distribution by Function			
Instruction	59%	58%	58%
Instructional Resources	3	2	3
Student Affairs	7	7	5
Plant Operation and Maintenance	18	16	17
General Administration	11	15	16
General Institutional	1	2	-
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	81%	84%	85%
Contracted Services	8	6	7
Supplies and Materials	4	3	4
Communications	2	2	2
Conferences/Meetings	-	-	-
Grants/Subsidies	-	-	-
Utilities	4	4	4
Fixed Charges	-	-	-
Other	-	-	(1)
Furniture and Equipment	1	1	1
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,020	$2,130	$1,920

NOTE: Due to rounding, percentages may not add to 100%.

CATONSVILLE COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title
5002-01	Business Accounting
5004-05	Materials Management
5004-06	Real Estate
5004-08	Marketing Management
5005-01	Secretarial-Typist-Clerk Typist
5008-02	T.V. Operations & Maintenance Technology
5009-01	Printing Management Technology
5011-02	Traffic & Transportation Management
5012-05	Applied Art & Design
5101-01	Data Processing Technology
5105-01	Computer Service
5299-03	Mortuary Science (Statewide)
5299-06	Occupational Safety & Health Technology (Statewide)
5299-07	Dialysis Technology
5304-01	Architectural & Engineering Design Technology
5309-01	Civil Engineering Technology
5309-02	Surveying Technology
5310-01	Electronics Technology
5312-01	Quality Control Technology
5312-02	Industrial Maintenance Technology
5315-01	Machine & Tooling Technology
5317-01	Construction Management Technology
5317-04	Construction Inspection Technology
5505-01	Criminal Justice
5506-01	Park Management

Present Programs - Associate Degree

HEGIS Code	Title
4910-01	Arts & Sciences Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5002-01	Business Accounting
5004-05	Materials Management
5004-06	Real Estate
5004-08	Marketing Management
5005-01	Secretarial
5008-02	T.V. Operations & Maintenance Technology
5009-01	Printing Management Technology
5011-01	Air Transportation Management (Statewide)
5011-02	Traffic & Transportation Management
5012-05	Applied Art & Design
5101-01	Data Processing Technology
5105-01	Computer Service
5208-01	Nursing, Registered
5216-01	Mental Health Associate
5299-03	Mortuary Science (Statewide)
5299-06	Occupational Safety & Health Technology (Statewide)
5304-01	Architectural & Engineering Design Technology
5305-01	Chemical Technology
5309-01	Civil Engineering Technology
5309-02	Surveying Technology
5310-01	Electronics Technology
5312-02	Industrial Maintenance Technology
5315-01	Machine & Tooling Technology
5317-01	Construction Management Technology
5317-04	Construction Inspection Technology
5505-01	Criminal Justice
5506-01	Recreation, Parks & Leisure Studies
5507-01	Fire Protection Technology

CATONSVILLE

CATONSVILLE

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1984		**Fall 1985**	
Computer Marketing	40	Toxic Waste Technology	40
Telecommunications Technology	35	Electromechanical Technology	50
Information Processing	40	Mechanical Design Technology	50
Rehabilitation Construction	30	Laser/Fiber Optics	20
Deaf Interpreter Training	20	Business Management	80
Nursing Health Aide	40	Television Production	15
Community Living Management	20	Public Administration	25
Automotive Technology	25	Small Business Management	70
		Banking	40
		Insurance	25

Fall 1986 - Fall 1988

Alternate Energy Technology	Printed Circuit Board Technology
Marine Technology	Bookkeeping/Accounting
Office Management	Logistics

CONTINUING EDUCATION

Subject Areas

Agriculture	Industrial Arts
Architecture	Languages
Arts	Law
Business	Life and Physical Sciences
Communications	Mathematics
Computer Science	Philosophy and Religion
Education	Physical Education
Engineering	Psychology
Health Care	Public Administration
Home Economics	Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	3,068	3,083	3,098	3,112	3,126	3,140
Administration							
Administration/Faculty							
Humanities-Classrooms							
Technical Arts							
Electronics Laboratory							
Planetarium							
Science							
Student Services							
Learning Resources							
Student Union							
Tudor House							
Classroom I							
Classroom II							
Physical Education & Pool							
Central Services							
Total existing NASF	279,635						
Student Services Addition						15,000	
Technical Arts Addition							23,141
Additional Parking							

Total State funds expended FY 1961 to date	$ 8,951,793
Projected Bond requirement FY 1983-FY 1988	$ 4,239,000

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Actual FY 1982	Budgeted FY 1983
Net Current Unrestricted Expenditures	$15,225,863	$16,977,025	$19,173,987
Percent of Distribution by Function			
Instruction	50%	49%	50%
Instructional Resources	6	6	6
Student Affairs	11	10	10
Plant Operation and Maintenance	14	14	14
General Administration	4	5	4
General Institutional	14	16	16
Other	1	1	1
Exclusions for State Aid Purposes	(1)	(1)	(1)
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	81%	80%	82%
Contracted Services	6	6	6
Supplies and Materials	3	3	3
Communications	2	2	1
Conferences/Meetings	1	1	-
Grants/Subsidies	1	1	1
Utilities	3	3	4
Fixed Charges	1	1	1
Other	-	-	-
Furniture and Equipment	3	3	2
Exclusions for State Aid Purposes	(1)	(1)	(1)
Total	100%	100%	100%
Net Cost per FTE	$2,324	$2,361	$2,540

NOTE: Due to rounding, percentages may not add to 100%.

CECIL COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5001-01	Business & Commerce Technology	5101-01	Data Processing
5005-01	Clerk Typist	5317-01	Construction Trades Technology
5007-01	Professional Photography (Statewide)	5408-01	Sanitary Technology
		5505-01	Law Enforcement & Corrections Technology

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5007-01	Professional Photography (Statewide)
4950-01	General Studies Area	5101-01	Data Processing
4960-01	Teacher Education Area	5208-01	Nursing, Registered
4970-01	Business Administration Area	5317-01	Construction Trades Technology
5001-01	Business & Commerce Technology	5505-01	Law Enforcement & Corrections Technology
5005-01	Secretarial Science		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1984		Fall 1985	
Equine Science	30	Professional Theatre	15
Robotic Technology	10	Automotive Technology	15
Industrial Management	20	Electronics Maintenance	15
Machine Technology	10	Drafting	15
Industrial Mechanics	10	Para-legal Studies	10
Gas Diesel/Mechanics	10	Personnel Administration	15
Hazardous Waste Technology	10	Alternative Energy Technology	10
Word Processing	20		
Electronics Technology	20		
Solar Energy Technology	10		

Fall 1986 - Fall 1988

Communications Technology	Commercial & Graphic Arts
Actuarial Science Technology	Geriatric Social Work

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Physical Education
Public Administration

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	360	368	375	383	390	397

Administration-Classroom Physical Education Total existing NASF	43,669		
General Purpose Building		20,000	
Physical Education Addition			8,000

Modifications for Handicapped; Administration-Classrooms Alterations; Energy Conservation Modifications

Total State funds expended FY 1961 to date	$ 1,727,104
Projected Bond requirement FY 1983-FY 1988	$ 2,718,314

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Actual FY 1982	Budgeted FY 1983
Net Current Unrestricted Expenditures	$ 2,094,314	$ 2,578,017	$ 2,700,311
Percent of Distribution by Function			
Instruction	50%	48%	56%
Instructional Resources	4	4	5
Student Affairs	10	9	10
Plant Operation and Maintenance	16	15	12
General Administration	8	9	7
General Institutional	12	12	10
Other	-	4	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	67%	66%	73%
Contracted Services	8	7	6
Supplies and Materials	8	9	7
Communications	2	-	2
Conferences/Meetings	2	2	2
Grants/Subsidies	-	-	-
Utilities	5	4	4
Fixed Charges	3	4	1
Other	-	-	-
Furniture and Equipment	5	9	6
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,844	$3,205	$3,234

NOTE: Due to rounding, percentages may not add to 100%.

CHARLES COUNTY COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5004-06	Real Estate	5303-01	Drafting
5005-01	Secretarial Science	5399-05	Pollution Abatement Technology
5009-01	Printing	5402-01	Horticulture
5104-01	Computer Operator	5406-05	Nautical Science
5209-01	Nursing, Practical	5503-01	Early Childhood
	Present Programs - Associate Degree		
4940-01	Engineering Area	5103-01	Computer Programming
4950-01	General Studies Area	5208-01	Nursing, Registered
5004-01	Management Development		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1984		Fall 1985	
Electronic Repair	75	Municipal Engineering Technician	50
Aid to Families with Dependent Childen	25	Early Childhood Development	25
Culinary Arts	50	Nursing Assistant	25
		Handicapped Assistance	25

CONTINUING EDUCATION

Subject Areas

Agriculture
Business
Education
Health Care
Industrial Arts
Life and Physical Sciences
Public Administration

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	803	841	878	916	954	991
Administration							
Social Sciences							
Science & Technology							
Biology Laboratory							
Library							
Student Services							
Physical Education & Pool							
Maintenance							
Total existing NASF	107,041						
Assembly & Laboratory			21,935				
Student Center Addition						5,000	

Water Supply Improvements; Additional Parking; Athletic Fields

Total State funds expended FY 1961 to date	$ 4,609,403
Projected Bond requirement FY 1983-FY 1988	$ 460,000

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Actual FY 1982	Budgeted FY 1983
Net Current Unrestricted Expenditures	$ 5,702,373	$ 5,616,865	$ 5,970,351
Percent of Distribution by Function			
Instruction	41%	44%	41%
Instructional Resources	7	7	8
Student Affairs	6	5	6
Plant Operation and Maintenance	17	17	15
General Administration	10	9	9
General Institutional	9	8	9
Other	9	10	13
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	65%	65%	63%
Contracted Services	12	13	12
Supplies and Materials	5	4	4
Communications	2	2	2
Conferences/Meetings	1	1	1
Grants/Subsidies	-	-	-
Utilities	5	6	5
Fixed Charges	8	8	8
Other	-	-	-
Furniture and Equipment	3	2	4
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,124	$2,084	$2,950

NOTE: Due to rounding, percentages may not add to 100%.

CHESAPEAKE COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5001-01	Business Management	5317-01	Drafting
5005-01	Secretarial Science	5317-02	Air Conditioning/Heating/ Refrigeration Technology
5012-03	Home Furnishing Aide		
5103-01	Computer Programming	5503-01	Early Childhood Development
5310-01	Electronics Technology	5505-01	Law Enforcement
5312-02	Industrial Mechanics		
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5103-01	Computer Programming
4950-01	General Studies Area	5205-01	Medical Laboratory Technology
4960-01	Teacher Education Area	5207-01	Radiologic Technology
4970-01	Business Administration Area	5310-01	Electronics Technology
5001-01	Business Management Technology	5317-01	Architectural & Drafting Technology
5005-01	Secretarial Science	5505-01	Law Enforcement

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1984		Fall 1985	
Computer Service Technology	20	Automotive Technology	15
Medical Assistant	15	Pharmacy Technician	15
Machine & Tooling Technology	15	Printed Circuit Board Technology	15
Nursing, Practical	20	Food & Beverage Management	20
Nursing, Registered	20	Robotics	15
Radiologic Technology	15		
Dental Assistant	20		
Developmental Disabilities Technician	15		

Fall 1986 - Fall 1988

Computer Assisted Design/Computer Assisted Manufacturing

CHESAPEAKE

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Life and Physical Sciences
Physical Education
Psychology
Public Administration
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	675	675	675	674	674	674

Administration & Library Sciences; Humanities	
Technical Center	
Student Service Center	
Physical Education & Pool	
Total existing NASF	101,005

Modifications for Handicapped

Total State funds expended FY 1961 to date	$ 4,778,967*
Projected Bond requirement FY 1983-FY 1988	$ 122,062

* Does not include two loans to the counties.

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Actual FY 1982	Budgeted FY 1983
Net Current Unrestricted Expenditures	$ 2,583,713	$ 2,786,699	$ 3,061,929
Percent of Distribution by Function			
Instruction	44%	47%	47%
Instructional Resources	5	5	5
Student Affairs	9	9	10
Plant Operation and Maintenance	24	20	20
General Administration	14	14	14
General Institutional	4	5	4
Other	-	-	-
Exclusions for State Aid Purposes	-	(1)	(1)
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	63%	65%	71%
Contracted Services	10	10	8
Supplies and Materials	6	5	6
Communications	1	2	2
Conferences/Meetings	1	1	2
Grants/Subsidies	-	-	-
Utilities	7	6	8
Fixed Charges	1	1	1
Other	1	1	1
Furniture and Equipment	9	7	2
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,678	$2,580	$3,157

NOTE: Due to rounding, percentages may not add to 100%.

DUNDALK COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5001-01	Retail Sales/Basic Management	5317-02	Heating, Ventilation, & Air Conditioning
5002-01	Accounting	5402-02	Retail Floristry (Statewide)
5004-06	Real Estate	5503-02	Special Education Instructional Aide
5005-01	Secretarial Science	5503-03	Child Development & Early Child Care
5101-01	Data Processing	5599-03	Paraprofessional Counseling
5299-11	Physical Fitness Technology (Statewide)	5599-04	Labor Studies (Statewide)
5311-02	Stationary Engineering Technology (Statewide)		
5312-01	Industrial Electricity/ Electronics Maintenance Technology		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5312-01	Industrial Electricity/ Electronics Maintenance Technology
4950-01	General Studies Area	5315-02	Industrial Maintenance
4960-01	Teacher Education Area	5317-02	Heating, Ventilation, & Air Conditioning
4970-01	Business Administration Area	5399-05	Water Systems Technology (Statewide)
5001-01	Management	5402-01	Ornamental Horticulture
5002-01	Accounting	5503-02	Special Education Instructional Aide
5004-06	Real Estate	5503-03	Child Development & Early Child Care
5005-01	Secretarial Science	5599-01	Legal Assistant
5007-01	Photography	5599-03	Paraprofessional Counseling
5008-01	Media Technology	5599-04	Labor Studies (Statewide)
5101-01	Data Processing		
5299-11	Physical Fitness Technology (Statewide)		
5311-02	Stationary Engineering Technology (Statewide)		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1984		Fall 1985	
Computer Graphics	10	Automated Manufacturing	10
Instrumentation	10	Computer Assisted Design	10
Maritime Traffic/ Operations Management	10	Energy Management	10

Fall 1986 - Fall 1988

Computer Assisted Manufacturing
Welding Engineering Technology
Air Traffic Control Technology
Microcomputer Repair
Laser Technology
Aviation Maintenance

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Life and Physical Sciences
Mathematics
Philosophy and Religion
Psychology
Public Administration
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	601	597	594	590	587	583

Administration-Energy Plant
Classrooms
Learning Resources Center
Humanities-Classroom
Physical Education
Maintenance
Total existing NASF 114,453

Modifications for Handicapped

Total State funds expended FY 1961 to date $ 4,384,498

Projected Bond requirement FY 1983-FY 1988 $ 20,000

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Actual FY 1982	Budgeted FY 1983
Net Current Unrestricted Expenditures	$ 5,147,344	$ 5,720,712	$ 6,261,907
Percent of Distribution by Function			
Instruction	41%	41%	43%
Instructional Resources	8	7	7
Student Affairs	12	11	12
Plant Operation and Maintenance	17	18	17
General Administration	7	7	7
General Institutional	15	15	15
Other	-	-	-
Exclusions for State Aid Purposes	-	-	(1)
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	69%	68%	72%
Contracted Services	7	7	6
Supplies and Materials	4	4	3
Communications	2	2	2
Conferences/Meetings	1	1	-
Grants/Subsidies	1	1	1
Utilities	5	6	7
Fixed Charges	7	7	7
Other	-	-	-
Furniture and Equipment	5	5	2
Exclusions for State Aid Purposes	-	-	(1)
Total	100%	100%	100%
Net Cost per FTE	$2,761	$2,726	$3,131

NOTE: Due to rounding, percentages may not add to 100%.

ESSEX COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title
5001-01	Small Business Management
5001-02	Arts Management
5002-01	Accounting
5004-02	Statistical Clerk
5005-01	Secretarial Science
5010-02	Restaurant-Club Management
5099-02	Travel & Tourism
5103-01	Data Processing
5202-01	Dental Assisting
5215-01	Respiratory Therapy
5216-02	Drug Abuse Counselor
5218-01	Health Services Management
5299-01	Emergency Medical Technician
5299-05	Podiatric Assistant
5303-01	Drafting Technology
5310-01	Electronics Technology
5503-01	Early Childhood Development, Preschool
5505-01	Criminal Justice

Present Programs - Associate Degree

HEGIS Code	Title
4910-01	Arts & Sciences Area
4920-01	Biological & Physical Sciences Area
4930-01	Humanities & Social Sciences Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5001-01	Business Management
5001-02	Arts Management
5002-01	Accounting
5004-01	Industrial Management
5004-02	Statistical Associate
5004-08	Marketing Management
5004-09	Personnel Management
5005-01	Secretarial Science
5010-01	Restaurant-Club Management
5103-01	Data Processing
5105-01	Computer Technology
5202-01	Dental Assisting
5205-01	Medical Laboratory Technician
5206-01	Animal Science Technology
5207-01	Radiography
5208-01	Nursing, Registered
5216-01	Mental Health/Human Services
5218-01	Health Services Management
5299-01	Emergency Medical Technician
5299-02	Nuclear Medicine Technology
5299-05	Podiatric Assistant
5299-08	Physician's Assistant
5299-09	Radiation Therapy
5301-01	Engineering Technology
5310-01	Electronics Technology
5503-01	Early Childhood Development
5505-01	Criminal Justice

Projected Programs

Title	Estimated Enrollment
Fall 1984	
ASCP Certification	10
Nursing, Practical	20
Dosimetry Technology	10
Pharmacy Technician	15
Dietetic Technician	20
Property Management	20
Management of Non-profit Agencies	15
Travel & Tourism	15
Computer Aided Design/ Computer Aided Manufacturing	20
Robotics	15
Fall 1985	
Respiratory Therapy	10
Ultrasound Technology	10
Culinary Arts	15
Broadcasting & Cablevision Technology	15
Chemical Technology	15
Volunteer Management	15

Fall 1986 - Fall 1988

Health Care Assistant
Fashion Merchandising
Money Management
Non-destructive Testing
Waste Disposal
Fiber Optics Technology
Family, Home & Consumer Studies Specialist
Tool Design
Coatings Technician
Surgical Technician
Bilingual Secretary
Small Business Management
Environmental Technology
Genetic Engineering Assistant
Juvenile Services Technician
Ophthalmic Technician
Communications & Management of Information Systems
Probation & Parole Technology

CONTINUING EDUCATION

Subject Areas

Agriculture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Life and Physical Sciences
Mathematics
Philosophy and Religion
Physical Education
Psychology
Public Administration
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	3,648	3,672	3,695	3,719	3,743	3,767

Administration-Instructional		
Humanities		
Science-Allied Health		
Social Science-Human Development		
Student Services Center		
Career Education Center		
Library		
Physical Education & Pool		
Central Power; Maintenance		
Total existing NASF	307,684	
Learning Resources Center Addition		8,057
Library Alterations		

Total State funds expended FY 1961 to date	$11,202,577
Projected Bond requirement FY 1983-FY 1988	$ 1,145,000

FINANCE

Net Current Unrestricted Expenditures, Percent of Distribution by Function and Object and Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Actual FY 1982	Budgeted FY 1983
Net Current Unrestricted Expenditures	$12,422,763	$13,635,021	$15,314,785
Percent of Distribution by Function			
Instruction	50%	49%	50%
Instructional Resources	6	6	5
Student Affairs	10	9	10
Plant Operation and Maintenance	16	17	16
General Administration	5	5	5
General Institutional	13	14	14
Other	1	1	1
Exclusions for State Aid Purposes	(1)	(1)	(1)
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	78%	77%	77%
Contracted Services	4	5	5
Supplies and Materials	4	3	3
Communications	1	2	2
Conferences/Meetings	-	-	-
Grants/Subsidies	1	1	1
Utilities	4	4	4
Fixed Charges	7	7	7
Other	-	-	-
Furniture and Equipment	2	2	2
Exclusions for State Aid Purposes	(1)	(1)	-
Total	100%	100%	100%
Net Cost per FTE	$2,363	$2,394	$2,601

NOTE: Due to rounding, percentages may not add to 100%.

FREDERICK COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title
5001-01	Banking & Financial Management
5005-01	Secretarial Science
5101-01	Data Processing
5202-01	Dental Assistant
5302-01	Aviation Maintenance Technology
5310-01	Electronics Technology

Present Programs - Associate Degree

HEGIS Code	Title
4910-01	Arts & Sciences Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5001-01	Business Management
5002-01	Business Accounting
5005-01	Secretarial Science
5101-01	Data Processing
5205-01	Biomedical Laboratory Technology
5208-01	Nursing Education
5310-01	Electronics Technology
5506-02	Park Operation & Management

Projected Programs

Title	Estimated Enrollment
Fall 1984	
Engineering (Transfer)	25
Marketing	25

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	1,307	1,350	1,393	1,436	1,479	1,522
Administration & Library							
Classroom & Student Services							
Science Laboratory							
Physical Education & Physical Plant							
Lecture & Music Hall							
Total existing NASF	74,443						
Multi-Purpose Building						15,800	
Maintenance Building				5,360			

Energy Conservation Modifications; Site Improvement-Drainage; Reroofing

Total State funds expended FY 1961 to date	$ 2,236,854
Projected Bond requirement FY 1983-FY 1988	$ 1,723,733

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Actual FY 1982	Budgeted FY 1983
Net Current Unrestricted Expenditures	$ 3,000,166	$ 3,696,058	$ 4,446,786
Percent of Distribution by Function			
Instruction	55%	55%	56%
Instructional Resources	7	6	6
Student Affairs	7	8	9
Plant Operation and Maintenance	16	16	16
General Administration	16	14	13
General Institutional	-	-	-
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	79%	77%	77%
Contracted Services	5	5	6
Supplies and Materials	4	4	4
Communications	1	2	1
Conferences/Meetings	1	1	1
Grants/Subsidies	1	1	1
Utilities	4	4	4
Fixed Charges	1	1	-
Other	-	-	-
Furniture and Equipment	3	4	5
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,312	$2,299	$2,405

NOTE: Due to rounding, percentages may not add to 100%.

GARRETT COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5004-01	Business	5401-01	Environmental & Renewable Resources
5005-01	Business Secretarial		
5206-01	Veterinary Science Technology (Statewide)	5403-02	Wildlife Management (Statewide)
5312-02	Maintenance Technology	5503-01	Human Services
5399-03	Coal Mining Technology	5599-02	Gerontology
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5206-01	Veterinary Science Technology (Statewide)
4930-01	Humanities & Social Sciences Area	5312-02	Maintenance Technology
4950-01	General Studies Area	5399-03	Coal Mining Technology
4960-01	Teacher Education Area	5401-01	Environmental & Renewable Resources
4970-01	Business Administration Area		
5004-01	Business	5403-02	Wildlife Management (Statewide)
5005-01	Secretarial Science		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1984		Fall 1985	
Energy Conservation Technology	15	Engineering Technology	-
Home Health Technician	-	Computer Science Technology	-

CONTINUING EDUCATION

Subject Areas

Agriculture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Life and Physical Sciences
Physical Education
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	233	231	227	225	223	221

Administration		
Learning Center		
Technical Center		
Coal Mining Technology Center		
Physical Education		
Total existing NASF	57,164	
Learning Center Addition		5,849

Total State funds expended FY 1961 to date	$ 1,312,635
Projected Bond requirement FY 1983-FY 1988	$ - 0 -

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Actual FY 1982	Budgeted FY 1983
Net Current Unrestricted Expenditures	$ 1,791,926	$ 1,865,313	$ 1,944,456
Percent of Distribution by Function			
Instruction	50%	51%	51%
Instructional Resources	5	5	4
Student Affairs	8	8	9
Plant Operation and Maintenance	15	16	16
General Administration	10	11	13
General Institutional	11	8	8
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	67%	71%	73%
Contracted Services	9	8	9
Supplies and Materials	7	6	6
Communications	2	2	2
Conferences/Meetings	2	2	2
Grants/Subsidies	1	1	1
Utilities	5	5	4
Fixed Charges	1	1	1
Other	1	2	-
Furniture and Equipment	5	3	2
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,937	$3,193	$3,290

NOTE: Due to rounding, percentages may not add to 100%.

HAGERSTOWN JUNIOR COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title
5004-01	Management
5005-01	Secretarial Administration & Clerk-Typist
5404-01	Hospitality
5505-01	Police Services
5505-02	Correctional Services

Present Programs - Associate Degree

HEGIS Code	Title
4910-01	Arts & Sciences Area
4920-01	Biological & Physical Sciences Area
4930-01	Humanities & Social Sciences Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5002-01	Accounting & Business
5004-01	Management
5004-08	General Merchandising
5005-01	Executive Secretarial
5101-01	Data Processing
5207-01	Radiologic Technology
5208-01	Nursing, Registered
5216-01	Human Services Technology
5311-01	Electrical Engineering Technology
5315-01	Mechanical Engineering Technology
5503-01	Early Childhood Instructional Aide
5505-01	Police Services
5505-02	Correctional Services

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Life and Physical Sciences
Physical Education
Psychology
Public Administration
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	725	742	759	776	793	810

Administration	
Student Center	
Careers Center	
Academic	
Science	
Assembly	
Library	
Physical Education	
Central Plant	
Total existing NASF	117,005

Energy Conservation Modifications

Total State funds expended FY 1961 to date	$ 2,398,410
Projected Bond requirement FY 1983-FY 1988	$ 130,870

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Actual FY 1982	Budgeted FY 1983
Net Current Unrestricted Expenditures	$ 3,640,928	$ 4,166,980	$ 4,307,000
Percent of Distribution by Function			
Instruction	51%	53%	50%
Instructional Resources	5	4	5
Student Affairs	7	6	7
Plant Operation and Maintenance	7	7	7
General Administration	14	14	15
General Institutional	16	15	17
Other	-	-	-
Exclusions for State Aid Purposes	-	(f)	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	77%	80%	78%
Contracted Services	7	7	4
Supplies and Materials	4	3	4
Communications	2	2	3
Conferences/Meetings	1	1	1
Grants/Subsidies	-	-	-
Utilities	5	4	5
Fixed Charges	1	1	2
Other	-	-	-
Furniture and Equipment	2	2	2
Exclusions for State Aid Purposes	-	(1)	-
Total	100%	100%	100%
Net Cost per FTE	$2,136	$2,271	$2,377

NOTE: Due to rounding, percentages may not add to 100%.

HARFORD COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5001-01	Business Management	5103-01	Computer Programming
5002-01	Accounting	5104-01	Computer Operator
5003-03	Insurance	5209-01	Nursing, Practical
5004-06	Real Estate	5303-01	Drafting-Surveying
5004-08	Retail Management	5306-01	Automotive Engineering Technology
5005-01	Office Education		
5007-01	Photography	5310-01	Electronics Technology
5008-01	Mass Communications	5505-01	Criminal Justice
5012-03	Interior Design	5505-03	Law Enforcement
5101-01	Data Processing Management		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5101-01	Data Processing
4940-01	Engineering Area	5208-01	Nursing, Registered
4950-01	General Studies Area	5217-01	Electrodiagnostic Technology (Statewide)
4960-01	Teacher Education Area		
4970-01	Business Administration Area	5306-01	Automotive Engineering Technology
5001-01	Business Management		
5002-01	Accounting	5310-01	Electronics Technology
5004-08	Retail Management	5407-01	Science Laboratory Technology-Histotechnology Option (Statewide)
5005-01	Office Education		
5008-01	Mass Communications		
5012-03	Interior Design	5505-01	Criminal Justice

Projected Programs

Fall 1986 - Fall 1988

Environmental Monitoring Technician	Business Equipment Technology
Distribution Management	Office Management/Word Processing
Site Supervision/Construction Management	Industrial Electronics

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Life and Physical Sciences
Mathematics
Physical Education
Psychology
Public Administration
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	1,691	1,733	1,776	1,818	1,860	1,903

Administration		
Learning Resources Center		
Fine Arts		
Academic		
Science		
Student Services		
College Center		
Vocational-Technical Center		
Physical Education & Pool		
Maintenance		
Total existing NASF	183,864	
Physical Education Addition		7,500

Fine Arts Alterations; Science Alterations; Academic Alterations

Total State funds expended FY 1961 to date	$ 5,104,659
Projected Bond requirement FY 1983-FY 1988	$ 1,948,850

FINANCE

Net Current Unrestricted Expenditures, Percent of Distribution by Function and Object and Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Actual FY 1982	Budgeted FY 1983
Net Current Unrestricted Expenditures	$ 6,423,971	$ 7,088,638	$ 7,972,426
Percent of Distribution by Function			
Instruction	48%	49%	48%
Instructional Resources	7	6	6
Student Affairs	7	7	7
Plant Operation and Maintenance	16	16	13
General Administration	11	11	11
General Institutional	11	11	15
Other	-	-	-
Exclusions for State Aid Purposes	-	(1)	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	75%	77%	76%
Contracted Services	6	8	5
Supplies and Materials	4	4	3
Communications	2	2	2
Conferences/Meetings	1	2	1
Grants/Subsidies	-	-	3
Utilities	5	4	5
Fixed Charges	1	1	1
Other	-	-	-
Furniture and Equipment	7	4	4
Exclusions for State Aid Purposes	-	(1)	-
Total	100%	100%	100%
Net Cost per FTE	$2,305	$2,430	$2,597

NOTE: Due to rounding, percentages may not add to 100%.

HOWARD COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5004-03	Housing Management	5317-03	Carpentry
5004-08	Retailing	5399-02	Biomedical Engineering Technology (Statewide)
5005-01	Secretarial Science		
5101-01	Data Processing		
5212-01	Vision Care Technology (Statewide)	5402-01	Plant Science
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5208-01	Nursing, Registered
4940-01	Engineering Area	5212-01	Vision Care Technology (Statewide)
4950-01	General Studies Area		
4960-01	Teacher Education Area	5317-03	Residential Construction
4970-01	Business Administration Area	5310-01	Electronics Technology
5002-01	Accounting	5399-02	Biomedical Engineering Technology (Statewide)
5004-01	Business Management		
5005-01	Secretarial Science		
5101-01	Data Processing		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1984		Fall 1985	
Computer Systems Technology	20	Industrial Drafting	15
Restaurant/ Hospitality Management	15	Industrial Laser Technology	18
Telecommunications Technology	15	Industrial Robot Technology	16
Medical Photography	15	T.V. & Sound Management	15
Legal Assistance	15	Patient Care Management	12
Music	15	Diesel Technology	12

Fall 1986 - Fall 1988

Energy Management Technology	Nuclear Technology
Pharmacy Technology	Sonography
Animal Science Technology	Automotive Technology
Dental Assistant	Medical Records
Dance	Security Management
Microwave Technology	Advanced Office Technology

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Life and Physical Sciences
Mathematics
Physical Education
Psychology
Public Administration
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	1,165	1,258	1,350	1,442	1,534	1,626
Communication Arts & Administration							
Learning Resources & Science							
Nursing Education							
Physical Education & Pool							
Total existing NASF	121,497						
Technical Arts						29,000	
Additional Parking							

Total State funds expended FY 1961 to date	$ 4,298,932
Projected Bond requirement FY 1983-FY 1988	$ 3,983,990

FINANCE

Net Current Unrestricted Expenditures, Percent of Distribution by Function and Object and Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Actual FY 1982	Budgeted FY 1983
Net Current Unrestricted Expenditures	$ 4,416,438	$ 5,454,827	$ 6,253,405
Percent of Distribution by Function			
Instruction	45%	40%	44%
Instructional Resources	6	6	6
Student Affairs	7	7	10
Plant Operation and Maintenance	19	19	16
General Administration	9	9	13
General Institutional	12	13	9
Other	2	5	2
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	72%	70%	76%
Contracted Services	10	9	7
Supplies and Materials	6	6	5
Communications	2	2	2
Conferences/Meetings	1	1	1
Grants/Subsidies	1	-	1
Utilities	5	5	5
Fixed Charges	1	1	1
Other	1	-	-
Furniture and Equipment	2	5	2
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,309	$2,658	$2,645

NOTE: Due to rounding, percentages may not add to 100%.

MONTGOMERY COMMUNITY COLLEGE

PROGRAMS

Rockville Campus

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5005-01	Secretarial	5503-02	Handicapped Assistance
5010-02	Food Management	5503-03	Child Care Aide
5104-01	Computer Operator	5505-02	Corrections
5306-01	Automotive Technology	5507-01	Fire Science (Statewide)
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5012-05	Advertising Art
4920-01	Biological & Physical Sciences Area	5103-01	Computer Science Technology
4930-01	Humanities & Social Sciences Area	5105-01	Computer Technician
4940-01	Engineering Area	5301-01	General Engineering
4950-01	General Studies Area	5304-01	Architecture & Construction
4960-01	Teacher Education Area	5306-01	Automotive Technology
4970-01	Business Administration Area	5309-01	Civil Engineering Technology
5002-01	Accounting	5310-01	Electronics Technology
5004-01	Management	5315-01	Mechanical Engineering Technology
5005-01	Secretarial	5503-03	Early Childhood Education
5007-01	Photography	5505-01	Criminal Justice
5008-01	Communications & Broadcasting	5506-01	Recreation Leadership
5009-01	Printing Technology	5507-01	Fire Science (Statewide)
5010-01	Hotel-Motel Management	5508-02	Geography, Cartography & Community Planning
5010-02	Food & Beverage Management		

Takoma Park Campus

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5004-01	Supermarket Management	5314-01	Medical Assistant
5005-01	Secretarial - Office Assistant	5503-03	Child Care Aide
5202-01	Dental Assisting	5599-01	Legal Assistant
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5004-01	Management
4920-01	Biological & Physical Sciences Area	5005-01	Secretarial
4930-01	Humanities & Social Sciences Area	5103-01	Computer Science & Technology
4940-01	Engineering Area	5202-01	Dental Assisting
4950-01	General Studies Area	5204-01	Dental Laboratory Technician
4960-01	Teacher Education Area	5205-01	Medical Laboratory Technician
4970-01	Business Administration Area	5207-01	Radiologic Technology
5002-01	Accounting	5208-01	Nursing, Registered
5004-01	Management	5214-01	Medical Assistant
		5216-01	Mental Health Associate

Germantown Campus

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5005-01	Secretarial		
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5002-01	Accounting
4920-01	Biological & Physical Sciences Area	5004-01	Management
4930-01	Humanities & Social Sciences Area	5005-01	Secretarial
4950-01	General Studies Area	5103-01	Computer Science & Technology
4960-01	Teacher Education Area	5311-01	Electromechanical Technology
4970-01	Business Administration Area		

Projected Programs

Title	Estimated Enrollment
Fall 1984	
Broadcast Engineering Technology	20
Volunteer Management Specialist	15
Medical Records Technology	20
Pest Control Technology	25
Respiratory Specialist	25
Fall 1985	
Applied Writing	15
Management Information Systems Specialist	25
Robotics	25

Fall 1986 - Fall 1988

Computer Aided Design Technician
Alternate Energy Technology
Computer Marketing Management
Energy Management
Pharmacy Technician
Physician's Assistant
Physical Fitness Assistant
Gerontology Paraprofessional
Word Processing

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Life and Physical Sciences
Mathematics
Physical Education
Psychology
Social Sciences

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	8,542	8,632	8,723	8,813	8,904	8,994

Rockville Campus

Administration; Humanities
Science Center; Fine Arts
Technical Center; Art
Computer Science; Music
Student Services
Campus Center
Campus Tower
Physical Education & Pool
Total existing NASF 412,520

Fine Arts Alterations; Technical Center Alterations; Humanities Alterations; Science East Alterations

Total State funds expended FY 1961 to date	$ 8,778,414
Projected Bond requirement FY 1983-FY 1988	$ 2,732,362

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Takoma Park Campus

Mathematics; Nursing
Social Science
Office Studies
Commons; Fine Arts
Resource Center
Science Center
Communication Arts
Physical Education & Pool
Total existing NASF 164,429

Energy Conservation Modifications

Total State funds expended FY 1961 to date	$ 5,064,202
Projected Bond requirement FY 1983-FY 1988	$ 579,400

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Germantown Campus

Science & Technology
Humanities
Physical Education
Total existing NASF 110,026

Physical Education Addition 11,474

Total State funds expended FY 1961 to date	$ 4,634,268
Projected Bond requirement FY 1983-FY 1988	$ - 0 -

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Actual FY 1982	Budgeted FY 1983
Net Current Unrestricted Expenditures	$29,990,517	$33,220,088	$36,951,398
Percent of Distribution by Function			
Instruction	48%	48%	51%
Instructional Resources	7	7	7
Student Affairs	7	7	8
Plant Operation and Maintenance	17	17	19
General Administration	11	11	11
General Institutional	10	10	5
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	81%	81%	81%
Contracted Services	6	5	7
Supplies and Materials	4	3	4
Communications	1	1	1
Conferences/Meetings	-	-	-
Grants/Subsidies	-	-	1
Utilities	4	4	4
Fixed Charges	-	-	-
Other	2	2	-
Furniture and Equipment	1	2	1
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,815	$2,959	$3,087

NOTE: Due to rounding, percentages may not add to 100%.

PRINCE GEORGE'S COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5002-01	Accounting	5303-01	Architecture & Engineering Drafting
5004-06	Real Estate	5310-01	Communications/ Microprocessor
5004-08	Marketing Management	5503-03	Day Care
5005-01	Clerk-Typist & Word Processing	5505-01	Security Management
5010-01	Hospitality Services	5599-01	Paralegal
5103-01	Computer Programming		
5104-01	Computer Operations		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5205-01	Medical Laboratory Technology
4930-01	Humanities & Social Sciences Area	5207-01	Radiologic (X-Ray) Technology
4940-01	Engineering Area	5208-01	Nursing, Registered
4950-01	General Studies Area	5213-01	Medical Records Technology
4960-01	Teacher Education Area	5215-01	Respiratory Therapist
4970-01	Business Administration Area	5299-02	Nuclear Medicine Technology
5001-01	Business Management-Administrative Assistant	5301-01	Mechanical Engineering Technology
5002-01	Accounting	5303-01	Drafting Technology
5004-06	Real Estate	5310-01	Electronics Engineering Technology
5004-08	Marketing Management	5503-03	Child Care Assistant
5005-01	Secretarial Science	5505-01	Criminal Justice
5010-01	Hospitality Services	5506-01	Recreation Leadership & Parks
5101-01	Computer/Data Processing	5599-01	Paralegal
5202-01	Dental Assistant		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1984		Fall 1985	
Small Business Management	50	International Trade Management	30
Travel/Tourism Services	30	Microprocessor Design Technology	40
Consumer Electronics Maintenance	30	Technical Publications Specialist	20
Small Computer Systems Management	40	Public Administration	20
Health Care Institutional Management	30		
Dental Assistant	20		

Fall 1986 - Fall 1988

Medical Electronics Technology
Fiber Optics/Laser Technology
Telecommunications Technology
Automotive Technology

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Languages
Law
Libraries
Life and Physical Sciences
Mathematics
Philosophy and Religion
Physical Education
Psychology
Public Administratior
Social Sciences

PRINCE GEORGE'S

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	5,884	5,931	5,977	6,023	6,070	6,117

Largo Campus

Administration/Library							
Classrooms I							
Classrooms II							
Vocational-Technical							
Fine Arts							
Student Center							
Physical Education							
Total existing NASF	302,002						
Learning Resources Center				53,591			
Physical Education Addition							22,575
Science Addition							15,084

Modifications for Handicapped; Administration Alterations

Total State funds expended FY 1961 to date	$ 8,432,008
Projected Bond requirement FY 1983-FY 1988	$ 2,654,312

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Clinton Campus

Site Development

Learning Resources Center; Classrooms; Administration Facility

Total State funds expended FY 1961 to date	$ 685,000
Projected Bond requirement FY 1983-FY 1988	$ - 0 -

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Actual FY 1982	Budgeted FY 1983
Net Current Unrestricted Expenditures	$18,348,552	$19,908,063	$22,146,743
Percent of Distribution by Function			
Instruction	59%	60%	58%
Instructional Resources	4	4	4
Student Affairs	9	9	9
Plant Operation and Maintenance	12	13	13
General Administration	12	12	13
General Institutional	3	3	3
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	83%	84%	83%
Contracted Services	5	5	5
Supplies and Materials	3	3	4
Communications	1	2	2
Conferences/Meetings	1	1	1
Grants/Subsidies	-	-	-
Utilities	4	4	5
Fixed Charges	1	-	1
Other	-	-	-
Furniture and Equipment	2	2	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,087	$2,147	$2,331

NOTE: Due to rounding, percentages may not add to 100%.

WOR-WIC TECH COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5005-01	Secretarial Science	5103-01	Computer Programming
5010-01	Hotel-Motel-Restaurant Management (Statewide)	5209-01	Nursing, Practical (Statewide)
		5306-01	Automotive Technology

Present Programs - Associate Degree

4950-01	General Studies Area	5103-01	Computer Programming
5001-01	Business Management	5207-01	Radiologic Technology
5002-01	Accounting	5208-01	Nursing, Registered (Statewide)
5004-08	Marketing		
5005-01	Secretarial Science	5306-01	Automotive Technology
5010-01	Hotel-Motel-Restaurant Management (Statewide)	5505-01	Law Enforcement

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1984		Fall 1985	
Dietetic Technology	15	Mechanical & Tooling Technology	15
Word Processing	25	Dental Assistant	20
Corrections	15	Diesel Technician	15
		Chef	15
		Small Business Management	25

Fall 1986 - Fall 1988

Electronics Technology	Landscape Design
Real Estate & Insurance	Transportation Technology
Manufacturing Technology	Physical Therapy Technician

WOR-WIC TECH

CONTINUING EDUCATION

Subject Areas

Agriculture
Architecture
Arts
Business
Communications
Computer Science
Education
Engineering
Health Care
Home Economics
Industrial Arts
Law
Life and Physical Sciences
Physical Education
Public Administration
Social Sciences

PHYSICAL FACILITIES

None contemplated.

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Actual FY 1982	Budgeted FY 1983
Net Current Unrestricted Expenditures	$ 1,125,016	$ 1,346,435	$ 1,571,000
Percent of Distribution by Function			
Instruction	55%	52%	56%
Instructional Resources	-	-	-
Student Affairs	7	6	6
Plant Operation and Maintenance	12	13	13
General Administration	18	20	16
General Institutional	8	9	8
Other	-	-	-
Exclusions for State Aid Purposes	(4)	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	65%	65%	70%
Contracted Services	10	7	9
Supplies and Materials	5	4	3
Communications	2	3	2
Conferences/Meetings	2	2	2
Grants/Subsidies	-	-	-
Utilities	2	3	3
Fixed Charges	7	8	8
Other	-	-	1
Furniture and Equipment	7	8	2
Exclusions for State Aid Purposes	(4)	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,264	$2,450	$2,601

NOTE: Due to rounding, percentages may not add to 100%.

DEFINITIONS

Associate degree

An award for satisfactory completion of a program of study of not less than 60 or more than 70 semester hours of college instruction. Coursework must be distributed according to the requirements of the curriculum. The Associate in Arts is the only associate degree awarded by Maryland community colleges.

Certificate

An award for satisfactory completion of a program of study representing a planned sequence of learning experiences consisting of at least 12 semester hours of college work.

Community college

In this Plan, community colleges refers to each of Maryland's seventeen public two-year colleges. Also includes institutions identified as public junior colleges and regional community colleges.

Community service

Activities, other than courses, for the education and assistance of citizens and groups.

Continuing education

Noncredit courses designed primarily for part-time and returning students. Some noncredit courses are self-supporting and some are State-assisted.

Continuing education unit

A nationally recognized method for measuring and recording participation in continuing education programs that do not carry credit toward a degree but do meet established criteria for the evaluation of student learning. Some community college continuing education offerings carry CEU designation; others do not.

Course

Formal instruction or other planned educational experiences with established goals and under the guidance of a faculty member.

Developmental education

Courses and services designed to help persons become more successful students through a focus on both academic skills and personal issues. Developmental education usually involves a team of professionals who assume that students have a broad range of strengths and who help students explore attitudes about themselves and the learning process.

Discipline cost

The direct and indirect cost of supporting instruction in the various subject matters offered by a college. This should not be confused with program cost which includes the cost of all subjects (including service courses) that comprise a degree program.

Education

The development of mind, body, and character through study and instruction.

Efficiency

The relationship between educational service provided and the cost and effort needed to provide the service.

Equal access

The concept that each person should have a comparable opportunity to pursue a community college education regardless of age; sex; race; previous educational experience; geographic location; or economic, cultural, or physical condition.

Full-time equivalent (FTE) student

Total credit and equated credit hours divided by 30 (used in financial planning). For example, a student carrying 15 credit hours of instruction during each of two semesters equals one FTE for funding purposes.

Full-time day equivalent (FTDE) student

The number of full-time credit students plus one-third the number of part-time credit students times the percentage of student contact hours taught between 8:00 a.m. and 5:00 p.m. (used in facilities planning).

Goal

An end or aim that an organization strives to attain; goals are more specific than the mission and less specific than objectives.

Implementation strategy

A specific course of action designed to meet an objective.

Instructional program

A planned series of courses leading to a certificate or degree developed, approved, and implemented in State minimum requirements.

Liberal arts

The core of knowledge and values that represents the accumulated wisdom of society and which enables the individual to discover his or her potential and grow to responsible citizenship.

Lower division

Credit courses that are typically taught in the first two years at four-year colleges and universities.

Maryland Code

As used in this Plan, the term refers to the current volume and most recent supplement to the Annotated Code of Maryland.

Mission

The overall task of an organization stated in broad terms. The community college mission, shown in this Plan, is taken directly from the mission statement adopted by the State Board for Higher Education.

Objective

A specific means of reaching a goal; objectives are usually measurable and stated with a deadline.

Occupational program

A degree or certificate program designed to prepare students for immediate entry into new jobs and/or to upgrade skills in current jobs. Each occupational degree program must contain at least 24 specific credit hours of required courses in the discipline.

Program evaluation

A planned process, undertaken annually, to quantitatively and qualitatively assess the quality of instructional programs. The process involves both State and local level review.

Semester hour of credit (classroom)

At least 15 hours, 50 minutes each of actual class meeting or equivalent guided learning activity, exclusive of registration, study days, holidays, and final examinations.

ENROLLMENT AND FINANCIAL DATA

The financial and enrollment data contained in this appendix represent an overview of the statistical information compiled annually by the State Board for Community Colleges. The data are drawn from systems maintained by the colleges and the Board and are used for a variety of purposes. The same information, primarily submitted on computer data tape, is provided to the State Board for Higher Education and the National Center for Educational Statistics as part of their data gathering activities.

Additional information beyond that provided in this appendix is contained in the Board's annual publication entitled Selected Financial and Enrollment Data. The latest such report was issued in January 1983.

CREDIT ENROLLMENT FALL 1982
MARYLAND COMMUNITY COLLEGES

College	First-Time			Transfer			Occupational			Unclassified			TOTAL		
	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total
Allegany	388	173	561	308	185	493	974	433	1,407	22	269	291	1,304	887	2,191
Anne Arundel	853	1,271	2,124	1,436	2,711	4,147	1,024	3,597	4,621	-	-	-	2,460	6,308	8,768
Baltimore	1,158	2,485	3,643	1,605	2,624	4,229	2,167	2,479	4,646	23	32	55	3,795	5,135	8,930
Catonsville	835	1,771	2,606	1,234	4,273	5,507	1,365	4,661	6,026	-	-	-	2,599	8,934	11,533
Cecil	119	300	419	78	180	258	168	472	640	48	507	555	294	1,159	1,453
Charles	346	705	1,051	650	2,306	2,956	258	843	1,101	-	2	2	908	3,151	4,059
Chesapeake	246	637	883	323	1,047	1,370	188	391	579	1	1	2	512	1,439	1,951
Dundalk	172	576	748	207	1,074	1,281	277	1,151	1,428	-	-	-	484	2,225	2,709
Essex	1,034	1,215	2,249	1,179	1,673	2,852	1,628	4,093	5,721	34	1,344	1,378	2,841	7,110	9,951
Frederick	520	1,450	1,970	550	1,199	1,749	409	884	1,293	-	1	1	959	2,084	3,043
Garrett	116	63	179	148	69	217	121	63	184	-	153	153	269	285	554
Hagerstown	386	518	904	437	491	928	496	749	1,245	4	295	299	937	1,535	2,472
Harford	482	865	1,347	672	1,641	2,313	652	1,741	2,393	-	-	-	1,324	3,382	4,706
Howard	262	629	891	434	928	1,362	296	1,159	1,455	52	781	833	782	2,868	3,650
Montgomery:															
Rockville	1,671	2,174	3,845	2,776	4,766	7,542	1,798	3,640	5,438	9	71	80	4,583	8,477	13,060
Takoma Park	479	642	1,121	769	1,999	2,768	441	1,120	1,561	1	15	16	1,211	3,134	4,345
Germantown	205	441	646	318	1,039	1,357	118	1,054	1,172	6	26	32	442	2,119	2,561
Prince George's	1,658	2,661	4,319	2,540	3,352	5,892	2,029	4,508	6,537	12	2,913	2,925	4,581	10,773	15,354
Wor-Wic Tech	160	360	520	6	24	30	192	328	520	5	86	91	203	438	641
TOTAL	11,090	18,936	30,026	15,670	31,581	47,251	14,601	33,366	47,967	217	6,496	6,713	30,488	71,443	101,931
Percent of Total Enrollment			29%			46%			47%			7%			100%

F-T = Full-time
P-T = Part-time

SOURCE: SBCC

COMPARISON OF 1980, 1981, AND 1982 OPENING FALL ENROLLMENT BY STUDENT STATUS
MARYLAND COMMUNITY COLLEGES

College	Full-time					Part-time					TOTAL				
	Fall 1980	Fall 1981	% Incr. (Decr.) 1980 - 1981	Fall 1982	% Incr. (Decr.) 1981 - 1982	Fall 1980	Fall 1981	% Incr. (Decr.) 1980 - 1981	Fall 1982	% Incr. (Decr.) 1981 - 1982	Fall 1980	Fall 1981	% Incr. (Decr.) 1980 - 1981	Fall 1982	% Incr. (Decr.) 1981 - 1982
Allegany	1,172	1,240	5.8	1,304	5.2	672	756	12.5	887	17.3	1,844	1,996	8.2	2,191	9.8
Anne Arundel	2,219	2,351	5.9	2,460	4.6	5,169	5,929	14.7	6,308	6.4	7,388	8,280	12.1	8,768	5.9
Baltimore	3,657	4,011	9.7	3,795	(5.4)	5,794	4,325	(25.4)	5,135	18.7	9,451	8,336	(11.8)	8,930	7.1
Catonsville	2,604	2,573	(1.2)	2,599	1.0	8,913	8,972	.7	8,934	(.4)	11,517	11,545	.2	11,533	(.1)
Cecil	314	334	6.4	294	(12.0)	870	1,026	17.9	1,159	13.0	1,184	1,360	14.9	1,453	6.8
Charles	939	818	(12.9)	908	11.0	3,145	3,185	1.3	3,151	(1.1)	4,084	4,003	6.0	4,059	1.4
Chesapeake	478	489	2.3	512	4.7	1,156	1,240	7.3	1,439	16.0	1,634	1,729	5.8	1,951	12.8
Dundalk	434	455	4.8	484	6.4	1,779	1,865	4.8	2,225	19.3	2,213	2,320	4.8	2,709	16.8
Essex	2,497	2,616	4.8	2,841	8.6	6,906	6,872	(.5)	7,110	3.5	9,403	9,488	.9	9,951	4.9
Frederick	701	880	25.5	959	9.0	1,402	1,836	31.0	2,084	13.5	2,103	2,716	29.1	3,043	12.0
Garrett	354	312	(11.9)	269	(13.8)	299	335	12.0	285	(14.9)	653	647	(.9)	554	(14.4)
Hagerstown	852	898	5.4	937	4.3	1,390	1,463	5.3	1,535	4.9	2,242	2,361	5.3	2,472	4.7
Harford	1,296	1,308	.9	1,324	1.2	2,884	3,125	8.4	3,382	8.2	4,180	4,433	6.1	4,706	6.2
Howard	675	776	15.0	782	.8	2,367	2,554	7.9	2,868	12.3	3,042	3,330	9.5	3,650	9.6
Montgomery:															
Rockville	4,630	4,562	(1.5)	4,583	.5	7,424	7,551	1.7	8,477	12.3	12,054	12,113	.5	13,060	7.8
Takoma Park	1,207	1,118	(7.4)	1,211	8.3	2,530	2,872	13.5	3,134	9.1	3,737	3,990	6.8	4,345	8.9
Germantown	301	410	36.2	442	7.8	1,623	2,198	35.4	2,119	(3.6)	1,924	2,608	35.6	2,561	(1.8)
Prince George's	4,439	4,528	2.0	4,581	1.2	9,308	10,129	8.8	10,773	6.4	13,747	14,657	6.6	15,354	4.8
Wor-Wic Tech	209	206	(1.4)	203	(1.5)	418	440	5.3	438	(.5)	627	646	3.0	641	(.8)
TOTAL	28,978	29,885	3.1%	30,488	2.0%	60,049	66,673	4.1%	71,443	7.2%	93,027	96,558	3.8%	101,931	5.6%

Incr. = Increase
(Decr.) = Decrease

SOURCE: SBHE S-1

Table 3-B

ENROLLMENT BY RACE FALL 1982
MARYLAND COMMUNITY COLLEGES

College	Black		American Indian		Asian		Hispanic		White		Foreign		All Other/ Race Unknown		TOTAL	
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T
Allegany	22	5	1	2	2	2	1	-	1,268	873	-	-	10	5	1,304	887
Anne Arundel	140	381	5	28	31	84	18	61	2,244	5,720	19	15	3	19	2,460	6,308
Baltimore	2,865	3,733	-	-	37	32	8	9	848	1,336	25	4	12	21	3,795	5,135
Catonsville	525	1,087	6	20	48	122	16	41	1,906	7,235	13	3	85	426	2,599	8,934
Cecil	31	27	1	6	1	6	-	5	260	1,111	1	3	-	1	294	1,159
Charles	91	267	1	6	11	31	7	19	767	2,701	2	2	29	125	908	3,151
Chesapeake	87	86	-	1	1	-	5	2	418	1,334	-	-	1	16	512	1,439
Dundalk	77	121	-	8	2	20	5	12	400	2,064	-	-	-	-	484	2,225
Essex	287	250	12	23	28	62	25	50	2,436	6,601	-	-	53	124	2,841	7,110
Frederick	49	63	2	2	10	23	4	12	885	1,973	9	11	-	-	959	2,084
Garrett	10	-	-	1	-	2	1	-	258	282	-	-	-	-	269	285
Hagerstown	63	61	2	4	8	13	3	7	853	1,434	-	-	8	16	937	1,535
Harford	113	213	6	12	13	45	9	30	1,178	3,073	-	-	5	9	1,324	3,382
Howard	92	321	2	16	18	65	7	29	574	2,042	6	7	83	388	782	2,868
Montgomery:																
Rockville	184	353	7	16	182	282	121	163	2,672	5,287	318	106	1,099	2,270	4,583	8,477
Takoma Park	278	653	1	14	103	180	66	147	386	1,437	196	60	181	643	1,211	3,134
Germantown	16	67	2	3	6	70	3	17	304	1,634	2	4	109	324	442	2,119
Prince George's	1,374	4,031	17	33	202	290	64	172	2,748	6,161	176	86	-	-	4,581	10,773
Wor-Wic Tech	54	82	-	-	-	-	-	2	148	354	-	-	1	-	203	438
TOTAL	6,358	11,801	65	195	703	1,329	363	778	20,553	52,652	767	301	1,679	4,387	30,488	71,443

F-T = Full-time
P-T = Part-time

SOURCE: SBCC

Table 4-B

COMPARISON OF 1980, 1981, AND 1982 BLACK STUDENT FALL ENROLLMENT
MARYLAND COMMUNITY COLLEGES

College	1980 F-T	1980 P-T	1980 Total	% of Total Enrollment	1981 F-T	1981 P-T	1981 Total	% of Total Enrollment	1982 F-T	1982 P-T	1982 Total	% of Total Enrollment	Change in Percent 1980-1982
Allegany	24	6	30	1.6	27	8	35	1.8	22	5	27	1.2	-.4
Anne Arundel	171	326	497	6.7	145	381	526	6.4	140	381	521	5.9	-.8
Baltimore	2,656	3,973	6,629	70.1	3,115	3,189	6,304	75.6	2,865	3,733	6,598	73.9	+3.8
Catonsville	571	1,001	1,572	13.6	566	988	1,554	13.5	525	1,087	1,612	14.0	+.4
Cecil	27	38	65	5.5	27	31	58	4.3	31	27	58	4.0	-1.5
Charles	92	273	365	8.9	76	268	344	8.6	91	267	358	8.8	-.1
Chesapeake	70	66	136	8.3	82	66	148	8.6	87	86	173	8.9	+.6
Dundalk	62	119	181	8.2	35	89	124	5.3	77	121	198	7.3	-.9
Essex	255	273	528	5.6	265	302	567	6.0	287	250	537	5.4	-.2
Frederick	48	63	111	5.3	53	59	112	4.1	49	63	112	3.7	-1.6
Garrett	17	1	18	2.8	8	-	8	1.2	10	-	10	1.8	-1.0
Hagerstown	85	67	152	6.8	65	65	130	5.5	63	61	124	5.0	-1.8
Harford	150	186	336	8.0	134	229	363	8.2	113	213	326	6.9	-1.1
Howard	85	205	290	9.5	84	251	335	10.1	92	321	413	11.3	+1.8
Montgomery	565	1,129	1,694	9.6	470	1,102	1,572	8.4	478	1,073	1,551	7.8	-1.8
Prince George's	1,413	3,473	4,886	35.5	1,372	3,890	5,262	35.9	1,374	4,031	5,405	35.2	-.3
Wor-Wic Tech	62	72	134	21.4	53	77	130	20.1	54	82	136	21.2	-.2
TOTAL	6,353	11,271	17,624	18.9%	6,577	10,995	17,572	18.2%	6,358	11,801	18,159	17.8%	-.4%

F-T = Full-time
P-T = Part-time

SOURCE: SBCC

Table 5-B

COMPARISON OF IN-COUNTY, OUT-OF-COUNTY/CITY, OUT-OF-STATE OPENING ENROLLMENT FALL 1982
MARYLAND COMMUNITY COLLEGES

College	In-County/City			Out-of-County/City			Out-of-State, Foreign and Residence Unknown			TOTAL ENROLLMENT		
	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total
Allegany	1,057	781	1,838	74	27	101	173	79	252	1,304	887	2,191
Anne Arundel	2,438	6,210	8,648	19	96	115	3	2	5	2,460	6,308	8,768
Baltimore	3,398	4,597	7,995	356	483	839	41	55	96	3,795	5,135	8,930
Catonsville	1,731	6,206	7,937	842	2,722	3,564[1]	26	6	32	2,599	8,934	11,533
Cecil	281	1,087	1,368	3	31	34	10	41	51	294	1,159	1,453
Charles	674	1,798	2,472	229	1,337	1,566[2]	5	16	21	908	3,151	4,059
Chesapeake	512	1,426	1,938	-	10	10	-	3	3	512	1,439	1,951
Dundalk	411	1,928	2,339	71	292	363	2	5	7	484	2,225	2,709
Essex	2,375	6,268	8,643	428	828	1,256	38	14	52	2,841	7,110	9,951
Frederick	884	2,010	2,894	59	66	125	16	8	24	959	2,084	3,043
Garrett	177	265	442	57	2	59	35	18	53	269	285	554
Hagerstown	797	1,343	2,140	22	27	49	118	165	283	937	1,535	2,472
Harford	1,244	3,301	4,545	61	67	128	19	14	33	1,324	3,382	4,706
Howard	741	2,686	3,427	34	173	207	7	9	16	782	2,868	3,650
Montgomery:												
Rockville	4,084	8,042	12,126	90	173	263	409	262	671	4,583	8,477	13,060
Takoma Park	806	2,661	3,467	119	231	350	286	242	528	1,211	3,134	4,345
Germantown	429	1,975	2,404	9	117	126	4	27	31	442	2,119	2,561
Prince George's	4,222	10,245	14,467	166	363	529	193	165	358	4,581	10,773	15,354
Wor-Wic Tech	173	366	539	28	72	100	2	-	2	203	438	641
TOTAL	26,434	63,195	89,629	2,667	7,117	9,784	1,387	1,131	2,518	30,488	71,443	101,931
Percent of Total Enrollment			88%			10%			2%			100%

F-T = Full-time
P-T = Part-time

[1] Includes 249 full-time and 1,240 part-time students from Carroll County.
[2] Includes 25 full-time and 315 part-time students from Calvert County.
[2] Includes 173 full-time and 978 part-time students from St. Mary's County.

SOURCE: SBCC

Table 6-B

CREDIT ENROLLMENT HISTORY AND PROJECTIONS
FOR PHYSICAL FACILITIES PLANNING
MARYLAND COMMUNITY COLLEGES
FALL 1973 - FALL 1982
FALL 1987 AND FALL 1992

Fall	Full-time	Part-time	TOTAL ENROLLMENT	Credit FTE	Credit FTDE
1973	24,070	34,646	58,716	35,619	27,568
1974	24,235	40,444	64,679	37,716	28,597
1975	28,177	48,063	76,240	44,196	31,529
1976	28,924	51,031	79,955	45,934	34,510
1977	29,278	55,609	84,887	47,748	34,971
1978	27,748	58,328	86,076	47,053	32,651
1979	28,106	60,246	88,352	48,189	32,543
1980	28,978	64,049	93,027	50,326	34,389
1981	29,885	66,673	96,558	51,380	34,852
1982	30,488	71,443	101,931	54,304	37,091
1987	31,801	74,516	106,317	56,640	38,879
1992	30,825	72,228	103,053	54,901	37,735

FTE = Full-time equivalent (full-time + one-third part-time)
FTDE = Full-time day equivalent

SOURCE: SBHE

ENROLLMENT PROJECTIONS FOR FACILITIES PLANNING
FOR PLANNING PERIOD JULY 1983 - JULY 1984
MARYLAND COMMUNITY COLLEGES

College	Fall 1980 FTE	Fall 1981 FTE	Fall 1982 F-T	Fall 1982 P-T	Fall 1982 FTE	FTE % Increase (Decrease) 1980-1981	FTE % Increase (Decrease) 1981-1982	Fall 1980 FTDE	Fall 1981 FTDE	Fall 1982 FTDE	FTDE % Increase (Decrease) 1980-1981	FTDE % Increase (Decrease) 1981-1982	Projected % Day Contact Hours 1983-1993	FY 1988 Projected FTE	FY 1988 Projected FTDE	FY 1993 Projected FTE	FY 1993 Projected FTDE
Allegany	1,396	1,492	1,304	887	1,600	6.9	7.2	963	940	960	(2.4)	2.1	58	1,586	920	1,537	892
Anne Arundel	3,942	4,253	2,460	6,308	4,563	7.9	7.3	2,720	2,892	3,103	6.3	7.3	68	4,984	3,389	4,831	3,285
Baltimore	5,588	4,816	3,795	5,135	5,507	(13.8)	14.3	3,856	3,179	4,075	(17.6)	28.2	67	5,324	3,567	4,941	3,310
Catonsville	5,575	5,564	2,599	8,934	5,577	(.2)	.2	3,010	2,949	3,068	(2.0)	4.0	56	5,607	3,140	5,435	3,044
Cecil	604	682	294	1,159	680	12.9	(.3)	290	355	360	22.4	1.4	54	736	397	659	356
Charles	1,987	1,880	908	3,151	1,958	(5.4)	4.1	1,033	996	803	(3.6)	(19.4)	50	1,982	991	1,867	934
Chesapeake	863	886	512	1,439	992	2.7	12.0	613	647	675	5.5	4.3	70	963	674	933	653
Dundalk	1,027	1,068	484	2,225	1,226	4.0	14.8	483	523	601	8.3	14.9	49	1,189	583	1,098	538
Essex	4,799	4,907	2,841	7,110	5,211	2.3	6.2	3,359	3,435	3,648	2.3	6.2	70	5,381	3,767	5,161	3,613
Frederick	1,168	1,492	959	2,084	1,654	27.7	10.9	794	1,119	1,307	40.9	16.8	79	1,926	1,522	2,031	1,605
Garrett	454	423	269	285	364	(6.8)	(13.9)	281	288	233	2.5	(19.1)	65	340	221	329	214
Hagerstown	1,315	1,386	937	1,535	1,449	5.4	5.8	907	956	725	5.4	(24.2)	55	1,473	810	1,427	785
Harford	2,257	2,350	1,324	3,382	2,451	4.1	4.3	1,535	1,575	1,691	2.6	7.4	70	2,719	1,903	2,636	1,845
Howard	1,464	1,627	782	2,868	1,738	11.1	6.8	952	1,090	1,165	14.5	6.9	70	2,323	1,626	2,580	1,806
Montgomery	9,997	10,299	6,236	13,730	10,813	3.0	5.0	7,998	8,033	8,542	.4	6.4	80	11,243	8,994	10,871	8,696
Prince George's	7,542	7,902	4,581	10,773	8,172	4.8	3.4	5,355	5,610	5,884	4.8	4.9	72	8,496	6,117	8,181	5,890
Wor-Wic Tech	348	353	203	438	349	1.4	(1.1)	240	265	251	10.4	(5.3)	70	368	258	384	269
TOTAL	50,326	51,380	30,488	71,443	54,304	2.1%	5.7%	34,389	34,852	37,091	1.3%	6.4%		56,640	38,879	54,901	37,735

F-T = Full-time
P-T = Part-time
FTE = Full-time equivalent (full-time + one-third part-time)
FTDE = Full-time day equivalent

SOURCE: SBCC

Table 8-B

COMPARISON OF COMMUNITY COLLEGE ENROLLMENT TO POLITICAL SUBDIVISION SERVED
MARYLAND COMMUNITY COLLEGES

College	Political Subdivision	Population Projections for July 1, 1982	Total In-County/City Enrollment Fall 1982	% of Population Enrolled Fall 1982
Allegany	Allegany County	79,800	1,838	2.30%
Anne Arundel	Anne Arundel County	387,700	8,648	2.23
Baltimore	Baltimore City	761,300	7,995	1.05
Catonsville, Dundalk, Essex	Baltimore County	663,400	18,919	2.85
Catonsville	Carroll County	102,800	1,489	1.44
Cecil	Cecil County	62,000	1,368	2.20
Charles	Charles County	78,800	2,472	3.13
Charles	Calvert County	38,000	340	.89
Charles	St. Mary's County	62,800	1,151	1.83
Chesapeake	Caroline, Dorchester, Kent, Queen Anne's, and Talbot Counties	124,900	1,938	1.55
Frederick	Frederick County	121,600	2,894	2.37
Garrett	Garrett County	27,700	442	1.59
Hagerstown	Washington County	115,200	2,140	1.85
Harford	Harford County	152,700	4,545	2.97
Howard	Howard County	131,900	3,427	2.59
Montgomery	Montgomery County	592,300	17,997	3.03
Prince George's	Prince George's County	665,300	14,467	2.17
Wor-Wic Tech	Worcester and Wicomico Counties	99,300	539	.54
TOTAL		4,267,500	92,609	2.17%

SOURCE OF DATA FOR COUNTY POPULATION: Maryland State Department of Health and Mental Hygiene November, 1982.
SOURCE OF DATA FOR IN-COUNTY ENROLLMENT: SBCC

Table 9-B

SUMMARY OF DEGREES AND OTHER FORMAL AWARDS
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1982

College	Certificates (Less than Two-Year)	TOTAL AA Degrees Awarded	Transfer AA Degrees	Occupational AA Degrees	Occupational AA Degrees					
					Business & Commerce	Data Processing	Health Service	Mechanical & Engineering	Natural Science	Public Service
Allegany	28	328	67	261	68	14	117	17	17	28
Anne Arundel	94	575	299	276	80	50	91	28	4	23
Baltimore	75	653	238	415	127	17	124	28	11	108
Catonsville	315	764	368	396	66	72	134	64	-	60
Cecil	5	63	36	27	20	-	-	5	-	2
Charles	69	182	92	90	28	25	25	4	4	4
Chesapeake	16	112	68	44	24	-	3	9	-	8
Dundalk	47	151	82	69	26	-	-	5	-	38
Essex	50	670	327	343	84	46	157	2	-	54
Frederick	46	182	110	72	20	11	31	3	-	7
Garrett	2	84	46	38	11	-	4	2	21	-
Hagerstown	7	284	133	151	38	29	45	13	7	19
Harford	132	380	170	210	51	31	88	13	4	23
Howard	35	218	81	137	43	17	66	11	-	-
Montgomery:										
Rockville	109	646	273	373	163	64	1	64	-	81
Takoma Park	40	251	62	189	6	11	172	-	-	-
Germantown	1	48	30	18	11	4	-	3	-	-
Prince George's	47	1,002	334	668	301	90	153	93	-	81
Wor-Wic Tech	36	60	-	60	18	-	27	4	-	11
TOTAL	1,154	6,653	2,816	3,837	1,185	481	1,238	318	68	547
Percent of Total AA Degrees		100%	42%	58%	18%	7%	19%	5%	1%	8%

AA = Associate in Arts

SOURCE: SBHE-D

Table 10-B

COMPARISON OF 1978, 1979, 1980, 1981, AND 1982 DEGREES AWARDED AND CERTIFICATES CONFERRED
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS

College	Transfer AA Degrees Awarded					Occupational AA Degrees Awarded					Certificates Conferred (Less than Two-Year)				
	1978	1979	1980	1981	1982	1978	1979	1980	1981	1982	1978	1979	1980	1981	1982
Allegany	77	70	76	57	67	267	253	241	193	261	64	54	47	14	28
Anne Arundel	284	279	293	251	299	255	237	240	260	276	25	39	33	54	94
Baltimore	290	281	371	355	238	571	620	451	462	415	47	34	70	136	75
Catonsville	293	359	310	333	368	394	413	318	334	396	249	253	224	204	315
Cecil	63	43	38	27	36	45	24	30	32	27	7	2	5	4	5
Charles	92	94	76	83	92	61	93	93	106	90	61	77	53	36	69
Chesapeake	60	43	46	58	68	37	58	57	39	44	20	19	22	35	16
Dundalk	99	90	85	82	82	58	53	70	66	69	32	52	53	62	47
Essex	389	405	375	309	327	348	359	345	346	343	32	38	37	67	50
Frederick	71	78	69	84	110	81	76	40	60	72	36	37	34	34	46
Garrett	38	30	23	54	46	24	27	41	37	38	2	4	4	7	2
Hagerstown	166	136	128	136	133	119	117	115	137	151	9	9	16	7	7
Harford	209	187	187	171	170	137	155	189	212	210	49	66	63	105	132
Howard	67	69	79	77	81	104	110	135	112	137	42	31	39	42	35
Montgomery:															
Rockville	317	296	309	284	273	323	354	321	323	373	95	86	75	122	109
Takoma Park	50	46	61	57	62	207	198	211	171	189	32	45	11	30	40
Germantown	2	5	36	21	30	1	1	9	18	18	-	-	4	5	1
Prince George's	343	322	349	308	334	637	708	684	649	668	25	24	34	36	47
Wor-Wic Tech	-	-	-	-	-	22	40	42	41	60	31	32	32	26	36
TOTAL	2,910	2,833	2,911	2,747	2,816	3,691	3,896	3,632	3,598	3,837	858	902	856	1,026	1,154

AA = Associate in Arts

SOURCE: SBHE-D

Table II-B

PERCENT OF NET CURRENT UNRESTRICTED EXPENDITURES FUNCTION
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1982

College	Net Current Operating Expenses	Instruction	Instructional Resources	Student Affairs	Plant Operation and Maintenance	General Administration	General Institutional	Other
Allegany	$ 4,227,963	55%	5%	6%	13%	17%	5%	5%
Anne Arundel	12,526,444	59	10	6	13	8	4	-
Baltimore	13,176,048	58	2	7	16	15	2	-
Catonsville	16,977,025	49	6	10	14	5	16	1
Cecil	2,578,017	48	4	9	15	9	12	4
Charles	5,616,665	44	7	5	17	9	8	10
Chesapeake	2,786,699	47	5	9	20	14	5	-
Dundalk	5,720,712	41	7	11	18	7	15	-
Essex	13,635,021	49	6	9	17	5	14	1
Frederick	3,696,058	55	6	8	16	14	-	-
Garrett	1,865,313	51	5	8	16	11	8	-
Hagerstown	4,166,980	53	4	6	7	14	15	-
Harford	7,088,638	49	6	7	16	11	11	-
Howard	5,454,827	40	6	7	19	9	13	5
Montgomery	33,220,088	48	7	7	17	11	10	-
Prince George's	19,908,063	60	4	9	13	12	3	-
Wor-Wic Tech	1,346,435	52	-	6	13	20	9	-
TOTAL	$153,991,196							
SYSTEMWIDE AVERAGE 100%		51%	6%	8%	15%	10%	9%	1%

NOTE: Percentages may not total 100 due to rounding.

SOURCE: SBCC-CC-4

Table 12-B

NET COST PER FULL-TIME EQUIVALENT STUDENT
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS 1979 - 1984

College	Actual FY 1979	Actual FY 1980	Actual FY 1981	Actual FY 1982	Budgeted FY 1983	Estimated FY 1984
Allegany	$1,862	$2,062	$2,157	$2,313	$2,493	$3,158
Anne Arundel	2,092	2,052	2,252	2,422	2,574	2,684
Baltimore	1,817	1,888	2,020	2,130	1,920	2,150
Catonsville	2,041	2,122	2,324	2,361	2,540	2,666
Cecil	2,221	2,468	2,844	3,205	3,234	3,557
Charles	1,714	1,857	2,124	2,084	2,950	3,060
Chesapeake	2,620	2,829	2,678	2,580	3,157	2,713
Dundalk	2,267	2,451	2,761	2,726	3,131	3,170
Essex	2,006	2,087	2,363	2,394	2,601	2,742
Frederick	2,197	2,456	2,312	2,299	2,405	2,470
Garrett	2,949	2,760	2,937	3,193	3,290	2,907
Hagerstown	2,008	2,012	2,136	2,271	2,377	2,400
Harford	2,103	2,247	2,305	2,430	2,597	2,884
Howard	2,184	2,236	2,309	2,658	2,645	2,882
Montgomery	2,613	2,671	2,815	2,959	3,087	3,129
Prince George's	1,831	1,973	2,087	2,147	2,331	2,560
Wor-Wic Tech	2,163	1,961	2,264	2,450	2,601	2,750
SYSTEMWIDE WEIGHTED AVERAGE	$2,103	$2,195	$2,353	$2,452	$2,613	$2,754

SOURCE: SBCC-CC-4 AND SBCC-CC-5

Table 13-B

PHYSICAL PLANT ASSETS AT END OF FISCAL YEAR 1982
MARYLAND COMMUNITY COLLEGES

College	Land	Buildings	Equipment	TOTAL
Allegany	$ 200,000	$ 7,558,227	$ 3,174,368	$ 10,932,595
Anne Arundel	1,871,934	16,738,087	3,931,313	22,541,334
Baltimore	4,912,317	18,547,410	1,510,776	24,970,503
Catonsville	1,715,592	17,470,225	3,316,495	22,502,312
Cecil	20,176	3,821,721	1,212,007	5,053,904
Charles	98,794	9,590,307	834,429	10,523,530
Chesapeake	340,197	5,773,535	1,986,548	8,100,280
Dundalk	313,537	8,639,453	3,049,990	12,002,980
Essex	1,620,741	23,320,567	4,194,752	29,136,060
Frederick	1,059,521	4,229,840	896,958	6,186,319
Garrett	84,440	3,257,381	1,771,938	5,113,759
Hagerstown	894,610	6,619,624	2,155,488	9,669,722
Harford	210,000	16,431,329	5,422,594	22,063,923
Howard	558,044	11,509,454	2,347,927	14,415,425
Montgomery	7,257,710	45,491,070	11,571,351	64,320,131
Prince George's	2,492,439	19,394,283	3,839,574	25,726,296
Wor-Wic Tech	-	-	457,939	457,939
TOTAL 1982	$ 23,650,052	$218,392,513	$ 51,674,447	$293,717,012
TOTAL 1981	$ 23,620,773	$209,990,642	$ 49,177,643	$282,789,058
TOTAL 1980	$ 23,132,816	$206,190,536	$ 46,923,222	$276,246,574
TOTAL 1979	$ 17,794,120	$177,941,296	$ 40,085,855	$235,821,271
TOTAL 1978	$ 17,089,574	$167,635,732	$ 37,433,018	$222,158,324
TOTAL 1977	$ 16,393,653	$159,201,598	$ 33,482,808	$209,078,059
TOTAL 1976	$ 15,557,985	$146,702,832	$ 27,769,443	$190,030,260
TOTAL 1975	$ 14,760,430	$116,296,921	$ 23,867,330	$154,924,681
TOTAL 1974	$ 8,904,576	$104,149,324	$ 19,921,586	$132,975,486
TOTAL 1973	$ 7,223,690	$ 96,683,972	$ 16,729,170	$120,636,832
TOTAL 1972	$ 5,163,300	$ 74,988,270	$ 15,977,104	$ 96,128,671
TOTAL 1971	$ 5,441,594	$ 70,300,900	$ 12,403,402	$ 88,145,896

SOURCE: NCES 2300-4

Table 14-B

CAPITAL CONSTRUCTION STATE BOND AUTHORIZATIONS
MARYLAND COMMUNITY COLLEGES

	Year of Authorization	Amount
Local community colleges:	1982	$ 2,000,000
	1981	-
	1980	-
	1979	2,000,000
	1978	-
	1977	-
	1976	-
	1975	10,000,000
	1974	8,000,000
	1973	-
	1972	10,000,000
	1971	15,000,000
	1970	5,000,000
	1969	10,000,000
	1968	10,000,000
	1967	10,000,000
	1966	-
	1965	-
	1964	15,000,000
	1963	-
	1962	5,000,000
	1961	5,000,000
		$ 107,000,000
Regional community colleges:	1969	$ 3,000,000
	1965	5,000,000
		$ 8,000,000
TOTAL		$ 115,000,000

SOURCE: SBCC

TUITION PER 15-WEEK TERM
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1983

College	Service Area	Resident of Service Area		Maryland Resident from Outside Service Area		Out-of-State Resident	
		Per Credit Hour	Per Term	Per Credit Hour	Per Term	Per Credit Hour	Per Term
Allegany	Allegany County	$ 28.00	$ 328.00[a][f]	$ 48.00	$ 548.00[a][f]	$ 88.00	$ 988.00[a][f]
Anne Arundel	Anne Arundel County	26.00	[f]	52.00	[f]	104.00	
Baltimore	Baltimore City	20.00		40.00		75.00	900.00[e]
Catonsville, Dundalk, Essex	Baltimore County	22.00 - 1 thru 11 15.00 - over 11[b]		42.00 - 1 thru 11 25.00 - over 11[b]		86.00 - 1 thru 11 47.00 - over 11[b]	
Cecil	Cecil County	17.00	255.00[a]	34.00	510.00[a]	68.00	1,020.00[a]
Charles	Charles, St. Mary's and Calvert Counties	25.00	[c]	50.00	[c]	75.00	[c]
Chesapeake	Caroline, Dorchester, Kent, Queen Anne's, and Talbot Counties	22.00	220.00	44.00	440.00	78.00	1,303.00
Frederick	Frederick County	22.00	264.00[c]	44.00	528.00[c]	88.00	1,056.00[c]
Garrett	Garrett County	16.00		31.00		86.00	
Hagerstown	Washington County	21.00[d]	336.00[g][c]	45.00	720.00[g][c]	70.00	1,120.00[g][c]
Harford	Harford County	22.00		51.00		87.00	[c]
Howard	Howard County	26.00	364.00[e]	52.00	728.00[e]	100.00	
Montgomery	Montgomery County	29.00	435.00[e][c]	58.00	870.00[e][c]	80.00	1,200.00[e][c]
Prince George's	Prince George's County	22.00	[c]	52.00	[c]	90.00	[c]
Wor-Wic Tech	Worcester and Wicomico Counties	19.00		43.00		86.00	

Excluded above are numerous fees the community colleges charge in addition to tuition.

a Rate for 15 or more credit hours.
b Rate for 1 through 11 credit hours; rate for additional credit hours beyond 11.
c A flat per credit hour rate prevails.
d Rate for 1 through 16 credit hours.
e Maximum rate.
f Rate for 1 through 15 credit hours; no charge for credit hours beyond 15.
g Rate for 17 or more credit hours.

SOURCE: SBCC

Table 16-B

INVENTORY OF TOTAL NET ASSIGNABLE SQUARE FEET BY CATEGORY
MARYLAND COMMUNITY COLLEGES
1970 - 1982

College	Classroom	Laboratory	Office	Study	Special Use	General Use	Support	Health Care	Unclassified	TOTAL NASF
Allegany	50,251	58,232	23,708	16,501	34,224	20,860	5,778	-	-	209,554
Anne Arundel	29,507	56,806	48,080	9,601	34,420	23,649	7,126	231	-	209,420
Baltimore:										
Liberty	35,458	40,885	45,986	15,330	29,188	22,231	21,968	974	-	212,020
Harbor	25,865	27,904	26,450	13,758	3,123	9,357	6,765	528	-	113,750
Catonsville	64,495	29,133	53,720	29,250	60,995	33,450	8,158	434	-	279,635
Cecil	10,382	4,432	5,343	3,380	16,898	1,584	1,650	-	-	43,669
Charles	13,527	13,283	20,981	18,145	27,145	7,576	6,384	-	-	107,041
Chesapeake	14,627	27,819	14,262	6,871	25,318	8,327	3,781	-	-	101,005
Dundalk	12,049	11,327	20,123	12,451	35,754	18,242	4,061	446	-	114,453
Essex	44,963	62,142	60,749	22,081	63,596	40,464	13,249	440	-	307,684
Frederick	12,306	11,782	13,232	9,070	18,578	7,520	1,955	-	-	74,443
Garrett	10,508	16,760	5,982	5,042	10,548	5,444	2,880	-	-	57,164
Hagerstown	17,972	26,531	19,672	13,957	17,766	17,211	3,682	214	-	117,005
Harford	27,842	39,724	27,868	17,733	39,619	21,288	9,790	-	-	183,864
Howard	19,896	17,282	21,006	12,485	32,031	17,286	1,511		-	121,497
Montgomery:										
Rockville	64,346	101,910	77,188	46,696	57,985	43,753	15,179	463	-	412,520
Takoma Park	17,135	43,959	29,642	23,904	31,017	13,268	4,908	596	-	164,429
Germantown	13,232	28,142	20,318	14,495	18,473	8,706	6,334	326	-	110,026
Prince George's	61,053	62,179	58,610	11,229	24,044	60,378	23,390	1,119	-	302,002
Wor-Wic Tech	-	-	-	-	-	-	-	-	-	-
TOTAL 1982	545,414	680,232	592,920	301,979	580,722	385,594	148,549	5,771	-	3,241,181
TOTAL 1981	522,580	648,694	577,060	310,511	585,996	389,104	130,692	5,771	-	3,170,408
TOTAL 1980	522,602	650,440	573,264	310,511	581,866	392,702	129,794	5,296	3,624	3,170,099
TOTAL 1979	503,771	690,855	600,211	318,264	581,047	385,144	120,419	6,048	-	3,205,759
TOTAL 1978	503,510	678,810	596,748	303,034	548,304	375,650	113,524	4,745	-	3,124,325
TOTAL 1977	462,024	639,910	544,700	291,530	487,107	351,113	95,027	4,271	-	2,875,682
TOTAL 1976	439,943	601,109	500,811	286,928	463,870	337,700	96,002	3,495	39,396	2,769,254
TOTAL 1975	360,617	536,674	419,809	216,181	440,483	336,922	81,155	3,225	12,025	2,407,091
TOTAL 1974	333,813	472,628	390,782	212,861	415,251	295,393	83,920	2,813	23,801	2,231,262
TOTAL 1973	331,375	435,229	357,149	225,224	385,445	288,610	81,046	4,743	22,371	2,131,192
TOTAL 1972	328,481	409,708	329,521	230,843	379,161	257,232	66,702	126	54,798	2,056,572
TOTAL 1971	329,346	415,189	307,196	171,660	353,459	236,847	66,899	580	18,227	1,899,403
TOTAL 1970	306,209	322,887	264,075	157,464	257,069	266,917	85,716	2,972	12,266	1,675,575

NASF = Net assignable square feet

SOURCE: CCL2-Table I

Table 17-B

EMPLOYEES BY COLLEGE AND FUNCTION
MARYLAND COMMUNITY COLLEGES
AS OF SEPTEMBER 30, 1982

College	Administrative				Credit Instructional [1]				Other Professional				Support				TOTAL ALL FUNCTIONS				TOTAL EMPLOYEES	
	Minority		White		Minority		White		Minority		White		Minority		White		Minority		White			
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T
Allegany	-	-	13	-	1	-	76	52	-	-	17	-	1	-	58	11	2	-	164	63	166	63
Anne Arundel	2	-	28	-	10	14	165	248	4	1	23	18	46	14	156	95	62	29	372	361	434	390
Baltimore	10	-	15	-	41	115	99	174	20	18	23	15	98	28	43	15	169	161	180	204	349	365
Catonsville	4	-	35	-	7	18	208	266	6	-	43	-	32	3	211	21	49	21	497	287	546	308
Cecil	-	-	10	-	2	1	18	43	-	-	6	8	-	2	20	29	2	3	54	80	56	83
Charles	1	-	8	-	3	6	38	140	3	1	22	2	20	2	60	7	27	9	128	149	155	158
Chesapeake	-	-	14	-	3	2	26	66	1	3	11	7	9	6	43	29	13	11	94	102	107	113
Dundalk	3	-	22	-	6	18	44	96	2	-	11	1	19	-	67	14	30	18	144	111	174	129
Essex	1	-	30	-	7	6	169	204	2	-	17	9	8	-	213	20	18	6	429	233	447	239
Frederick	-	1	23	-	4	5	38	134	-	-	1	1	8	-	51	16	12	6	113	151	125	157
Garrett	-	-	9	-	-	-	23	18	-	-	1	-	-	-	44	7	-	-	77	25	77	25
Hagerstown	-	-	17	-	1	2	51	77	-	-	7	-	1	-	62	-	2	2	137	77	139	79
Harford	1	-	27	1	1	14	78	122	-	-	4	-	13	7	94	18	15	21	203	141	218	162
Howard	5	-	15	-	4	12	37	128	2	4	22	9	21	9	72	24	32	25	146	161	178	186
Montgomery	7	-	41	-	16	33	314	444	16	-	87	2	96	6	342	32	135	39	784	478	919	517
Prince George's	7	1	30	9	22	50	212	342	3	2	12	3	82	95	174	246	114	148	428	600	542	748
Wor-Wic Tech	-	-	9	-	-	8	15	34	-	-	6	-	2	1	17	8	2	9	47	42	49	51
TOTAL	41	2	346	10	128	304	1,611	2,588	59	29	313	75	456	173	1,727	592	684	508	3,997	3,265	4,681	3,773

[1] Faculty teaching noncredit courses are not included.

F-T = Full-time
P-T = Part-time

SOURCE: Employee Data Tape System

Table 18-B

FULL-TIME EQUIVALENT ENROLLMENT FOR STATE AID
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS 1979 - 1984

College	Actual FTE FY 1979	Actual FTE FY 1980	Actual FTE FY 1981	Actual FTE FY 1982	SBCC Approved 1-83 FTE FY 1983	College Projection FY 1983	SBCC Approved 1-83 FTE FY 1984
Allegany	1,620	1,592	1,643	1,699	1,822	1,866	2,043
Anne Arundel	3,999	4,694	4,773	5,147	5,373	5,560	5,800
Baltimore City	5,616	5,848	6,150	6,100	6,138	6,138	6,002
Baltimore County	*13,419*	*13,556*	*13,628*	*14,887*	*15,639*	*16,151*	*16,945*
Catonsville	6,099	6,247	6,526	7,166	7,651	7,658	7,995
Dundalk	1,976	1,926	1,865	2,056	2,029	2,304	2,550
Essex	5,344	5,383	5,235	5,665	5,959	6,189	6,400
Cecil	663	688	701	779	806	825	900
Charles	2,489	2.592	2,666	2,686	2,250	2,250	2,400
Chesapeake	852	887	964	1,080	1,042	1,114	1,194
Frederick	1,006	1,087	1,276	1,588	1,813	1,813	1,834
Garrett	467	555	569	538	591	591	620
Hagerstown	1,471	1,527	1,561	1,693	1,698	1,713	1,749
Harford	2,440	2,602	2,771	2,894	3,106	3,106	3,275
Howard	1,507	1,685	1,906	2,043	2,340	2,340	2,440
Montgomery	8,587	9,023	9,459	10,197	10,950	10,950	12,216
Prince George's	8,370	8,337	8,281	8,865	9,028	9,118	9,400
Wor-Wic Tech	343	437	486	539	640	640	635
TOTAL	52,849	55.110	56,832	60,735	63,236	64,175	67,453

SOURCE: SBCC

Table 19-B

CONTINUING EDUCATION REGISTRATIONS
COURSES AND STUDENTS ELIGIBLE FOR STATE AID
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1982

Subject Area	No. of Courses	No. of FTEs
Agriculture	138	53
Architecture	57	5
Arts	141	1,217
Business	1,644	1,358
Communications	179	82
Computer Science	139	142
Education	1,144	1,694
Engineering	205	423
Health Care	1,111	692
Home Economics	308	480
Industrial Arts	857	996
Languages	187	211
Law	110	48
Libraries	1	-
Life and Physical Sciences	49	39
Mathematics	32	25
Military Sciences	3	-
Philosophy and Religion	13	28
Physical Education	91	730
Psychology	50	49
Public Administration	112	124
Social Sciences	137	271
TOTAL	6,708	8,667

FTEs = Full-time equivalent students

NOTE: Includes only courses and students eligible for State Aid. The number of Maryland registrations does not reflect audit adjustments.

SOURCE: SBCC

MANAGEMENT INFORMATION SYSTEMS

The Maryland State Board for Community Colleges is committed to developing and using management systems that provide efficient and effective procedures for determining information needs, gathering information, and utilizing the information in operational and policy decisions.

The development and adaptation of computer technology has had many positive effects. A large number of forms and reports, previously requiring completion by community college staff, has been replaced by data tape transmission of information. Data definitions have been standardized, and the capability to analyze Statewide information has been enhanced.

Equally important, the development of systems by the Board has made quantitative information readily available in a form that can be used to establish alternative directions for community colleges to pursue. By having the information in a manageable form, accountability can be maintained for the quality of community college operations.

Each of the community college management information systems has undergone three stages of development. As a first step, the State Board for Community Colleges staff, the college staff, and representatives of other State agencies worked as a task force to identify common information needs; available data sources; and efficient, nonduplicative means of collecting, analyzing, and reporting the data.

The second step was the development of computer software to edit the data into a common format and to produce college and Statewide reports. The material is then distributed to each user. The use of common software has avoided unnecessary duplicative development efforts by each college and each State agency. Finally, data from existing college files are processed annually to produce a data tape and college and State reports. The data files produced by these systems additionally can be listed throughout the year routinely to respond to federal report requirements or for other compliance purposes.

The systems in place can be divided, according to primary function, into three major categories:

- Systems for routine data collection;
- Systems for evaluation of activities;
- Systems for State approval or compliance review.

The categories of systems are interrelated in that data collected routinely are merged for use in management decision making and evaluation. For example, student enrollments, discipline costs, and follow-up data are included as part of the Program Data Monitoring System, which in turn forms a part of the Program Evaluation System.

The systems in the Management Information System are identified below.

ENROLLMENT INFORMATION SYSTEM

Transmitted on data tape, this system provides information on Fall enrollment and the characteristics of students who are enrolled in credit transfer and occupational programs.

DEGREE DATA SYSTEM

Transmitted on data tape, this system provides information on the degrees granted in the previous fiscal year and on the characteristics of the graduates of community colleges.

EMPLOYEE DATA SYSTEM

Transmitted on data tape, this system provides information on the employees of community colleges and the demographic characteristics of faculty members.

BUDGET INFORMATION SYSTEM

This system provides budgets for the most recently completed fiscal year and the estimated revenue and expenditures for the current year. This information is displayed so that comparisons can be made with previous years at the same institution and with other community colleges of similar size. Analyses of various relationships can be facilitated.

DISCIPLINE COST ANALYSIS SYSTEM

This system provides annual data on the full-time equivalent students in and costs of programs at the colleges. Costs can be compared with trend data and with data from similar programs at other colleges.

PROGRAM DATA MONITORING SYSTEM

This system provides a profile of each program at each community college and displays enrollment, degrees, follow-up, and discipline cost information for the program and for similar programs at other colleges. These analyses form an important part of the program evaluation process.

PROGRAM EVALUATION SYSTEM

This system annually provides for in-depth campus analyses of four or more programs identified at the State level through use of the Program Data Monitoring System.

COLLEGE EVALUATION SYSTEM

This system integrates the elements from the other evaluation systems to provide an overall institutional perspective.

CONTINUING EDUCATION COURSE REVIEW SYSTEM

This system is used to determine eligibility of continuing education courses for State funding. The system is based on policies and procedures contained in the Continuing Education Manual.

CONTINUING EDUCATION STUDENT INFORMATION SYSTEM

This system provides for data tape transmission of information on continuing education registrants. The system affords uniform collection of continuing education enrollment information.

SYSTEM FOR EVALUATION OF INSTRUCTIONAL PROGRAM PROPOSALS

This system is used for assessment of college proposals to implement new degree and certificate programs. The information, from letters of intent and program proposals, is used in determining endorsement and final approval of proposed new programs.

FINANCIAL STATEMENTS AND MANAGEMENT LETTER ANALYSIS SYSTEM

This system provides for Board review of the financial statements and management letters submitted as part of college audits. The Board's analysis is furnished to the Legislative Auditor for his report to the General Assembly.

OPTIONAL RETIREMENT SYSTEM

This system is used in the Board's (1) determination of community college employee eligibility for participation; (2) reimbursement of retirement costs by the State; and (3) return to the State of employer contributions made on behalf of participants who discontinue employment and seek return of their own funds.

COLLEGE: HARFORD COMMUNITY COLLEGE

PROGRAM NUMBER: 5208.01
NEGIS PROGRAM CATEGORY: NURSING, RN

CERTIFICATE: NOT OFFERED
ASSOCIATE: NURSING

COLLEGE PROGRAM TITLE	YEAR IMPLEMENTED	CURRENT STATUS	USOE NUMBER
NURSING	PRE 1974	ACTIVE	7030100

ENROLLMENT:	1977	1978	1979	1980	1981	1982
CERTIFICATE LEVEL						
FULL-TIME	-	-	-	-	-	-
PART-TIME	-	-	-	-	-	-
ASSOCIATE LEVEL						
FULL-TIME	96	113	176	198	142	130
PART-TIME	198	271	244	330	330	397
TOTAL HEAD-COUNT	294	384	420	528	475	527
AWARDS:						
CERTIFICATES	-	-	-	-	-	-
ASSOCIATE DEGREES	46	85	72	72	98	88
TOTAL ALL AWARDS	46	85	72	72	98	88
PERCENT FULL-TIME	33%	29%	42%	38%	31%	25%
FT ENR-TO-AWARD RATIO			1:1	1:1	1:1	1:1
STATEWIDE FULL-TIME ENROLLMENT-TO-AWARD RATIO (NUMERATOR = 1/2 F-T ENR 2 YRS EARLIER, SAME YR USED FOR STATE)						1:1

STUDENT FOLLOW-UP STUDIES:

	1978 GRADUATES		1980 GRADUATES	
	COLLEGE	STATE	COLLEGE	STATE
NUMBER OF RESPONDENTS	47	425	28	388
RESPONSE RATE	55%		39%	
FULL-TIME JOB, DIRECTLY RELATED	70%	67%	50%	61%
FULL-TIME JOB, SOMEWHAT RELATED	2%	3%	7%	3%
FULL-TIME JOB, NOT RELATED	2%	1%	0%	1%
PART-TIME JOB	19%	21%	32%	27%
TRANSFERRED; NOT EMPLOYED	2%	2%	4%	1%
SEEKING WORK, NOT EMPLOYED	0%	1%	4%	2%
MILITARY, HOME RESPON, OTHER	4%	5%	4%	5%
TOTAL	100%	100%	100%	100%
TRANSFERRED, REGARDLESS OF EMPL	6%	9%	32%	12%
ACHIEVED PERSONAL GOAL	94%	90%	93%	96%
SATISFIED WITH INSTR IN PROGRAM	96%	82%	100%	94%
AMONG FULL-TIME EMPLOYEES				
MEDIAN ANNUAL SALARY	-	-	$14,029	$14,326
NO. REPORTING SALARY DATA	-	-	15	217
BEGAN NEW JOB AFTER COLLEGE	91%	89%	94%	85%
SATISFIED WITH EMPLMNT PREP	97%	83%	100%	93%

ANNUAL JOB OPENINGS, 1976-1982:

	BALT AREA	STATEWIDE
NURSES, PROFESSIONAL	975	1,438

JOB OPENINGS MAY ALSO BE AVAILABLE IN OTHER OCCUPATIONS. SEE DHR MANPOWER PROJECTIONS. SOME STUDENTS ARE ALREADY EMPLOYED WHILE ATTENDING THE COMMUNITY COLLEGE. THEREFORE, OPENINGS MAY NOT BE NEEDED FOR ALL GRADUATES. OPENINGS ARE FOR MARYLAND ONLY.

SIMILAR PROGRAMS IN MARYLAND COMMUNITY COLLEGES:

COLLEGE	ENROLLMENT FALL, 1982 FT	PT	TOTAL	AWARDS 81-82 CERT	AA	SCH YR TOTAL
ALLEGANY	234	167	401	-	52	52
ANNE ARUNDEL	96	479	575	-	68	68
BALTIMORE	106	94	200	-	59	59
CATONSVILLE	241	803	1044	-	97	97
CECIL	23	74	97	-	-	-
CHARLES	40	23	63	-	25	25
ESSEX	172	652	824	-	79	79
FREDERICK	73	114	187	-	51	51
HAGERSTOWN	23	50	73	-	27	27
HARFORD	130	397	527	-	88	88
HOWARD	68	303	369	-	60	60
MONTGOMERY	50	144	194	-	99	99
PRINCE GEORGE'S	260	563	823	-	90	90
WOR-WIC TECH	17	30	47	-	27	27
TOTAL ALL COLLEGES	1531	3893	5424	-	752	752

DISCIPLINE CREDIT HOUR COST IN NURSING, RN

	1978	1979	1980	1981	78-81 CHG
HIGHER ED PRICE INDEX	156	169	185	203	+30%
STATEWIDE COST:					
ALL DISCIPLINES	$71	$80	$82	$83	+17%
THIS DISCIPLINE	$134	$127	$138	$133	-1%
COLLEGE COST:					
ALL DISCIPLINES	$74	$73	$82	$84	+14%
THIS DISCIPLINE	$174	$135	$157	$87	-50%

THESE COSTS ARE DISCIPLINE COSTS, NOT PROGRAM COSTS; A SINGLE DISCIPLINE MAY SUPPORT SEVERAL PROGRAMS.

PDM QUANTITATIVE CRITERIA CHECKS INDICATE:

AWARDS DECREASED AT LEAST 10% AND BY 10 STUDENTS LAST YEAR.
EMPLOYMENT FULL-TIME IN RELATED JOB 10% LOWER THAN STATE.

SOURCES: NEGIS REPORTS, FOLLOW-UP STUDIES; DEPT OF HUMAN RESOURCES "OCCUPATIONAL-INDUSTRIAL OUTLOOK" AND DISCIPLINE COST ANALYSIS. DATA IS SUBJECT TO CONFIRMATION BY THE COLLEGE.

OTHER BOARD PUBLICATIONS

This State Plan and Annual Report constitutes an important part of the Board's function. The Plan communicates the current status of community college operations and establishes goals for future activities.

While reference is made in this Plan to the wide spectrum of Board and college programs and services, it is impossible in a single document to detail all activities summarized. Therefore, the following major publications, developed since the last Plan, may be of interest. A limited number of copies of these documents is available from the Board office. If the document is available through the ERIC system, the reference number is shown in parentheses following the title.

- Career Development and Job Performance, Follow-Up of Maryland Community College Graduates and Their Employers, June 1983.
- The Role of Community Colleges in Preparing Students for Transfer to Four-Year Colleges and Universities--The Maryland Experience, May 1983.
- Maryland Community Colleges 1982 Program Evaluations, April 1983.
- Analysis of Auditors' Management Letters and Community Colleges Responses for Fiscal Year 1982, June 1983.
- Maryland Community Colleges: Selected Financial and Enrollment Data, January 1983.
- The Improvement of Occupational Education in Maryland, Fiscal Year 1982, January 1983.
- Maryland Manufacturing--An Overview, June 1982
- State Board for Community Colleges Bulletin, monthly during academic year.

The following major documents serve as continuing reference to projects currently underway or review procedures currently in effect. These publications are used by the staff, the community colleges, and other agencies of government.

- Code of Maryland Regulations Title 13C: State Board for Community Colleges, February 1982.
- The Study of Remedial/Developmental Education in Maryland Community Colleges, January 1982.

- Data Element Dictionary, October 1981.
- Four Years Later: Follow-Up of 1976 Entrants to Maryland Community Colleges, May 1981. (ED 220135)
- Maryland Community Colleges: Continuing Education/Community Service Staff Directory, January 1981.
- Student Follow-Up of Entrants and Graduates of Maryland Community Colleges, November 1980. (ED 195312)
- Maryland Community Colleges: Continuing Education Manual, July 1980 (ED 188730).
- Maryland Community Colleges: Discipline Cost Analysis Manual, June 1980. (ED 192836)
- Seventeen Doors to Opportunity . . . . . Maryland's Community Colleges, January 1980.
- Maryland Community Colleges: Instructional Program Manual, December 1979. (ED 181967)
- Manual for Maryland Community College Trustees, November 1979.
- Developmental/Remedial Education, September 1979. (ED 175514)
- General Policies of the State Board for Community Colleges, July 1979
- Community College Evaluation System Description, March 1979.
- The Economic Impacts of Maryland Community Colleges, September 1978. (ED 158804)
- Economic Impact Manual for Maryland Community Colleges, September 1978. (ED 160167)
- Program Data Monitoring System Description, March 1978.
- Maryland Community Colleges Facilities Manual, September 1977.
- Maryland Community Colleges Financial Policies, Guidelines, and Procedures Manual, June 1975.
- Accounting Manual for Community Colleges of Maryland, 1973.

ERIC Clearinghouse for Junior Colleges
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University of California
Los Angeles, California 90024

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